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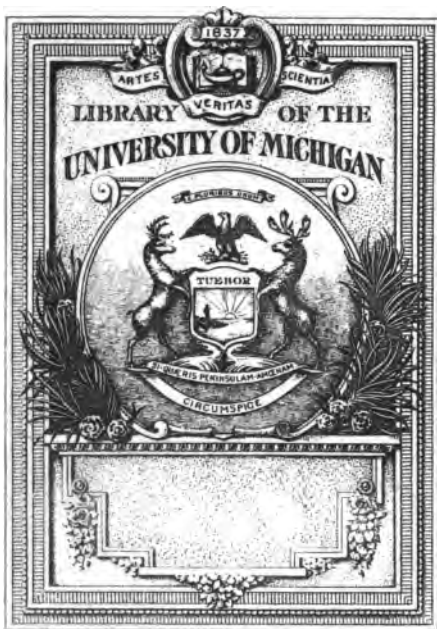
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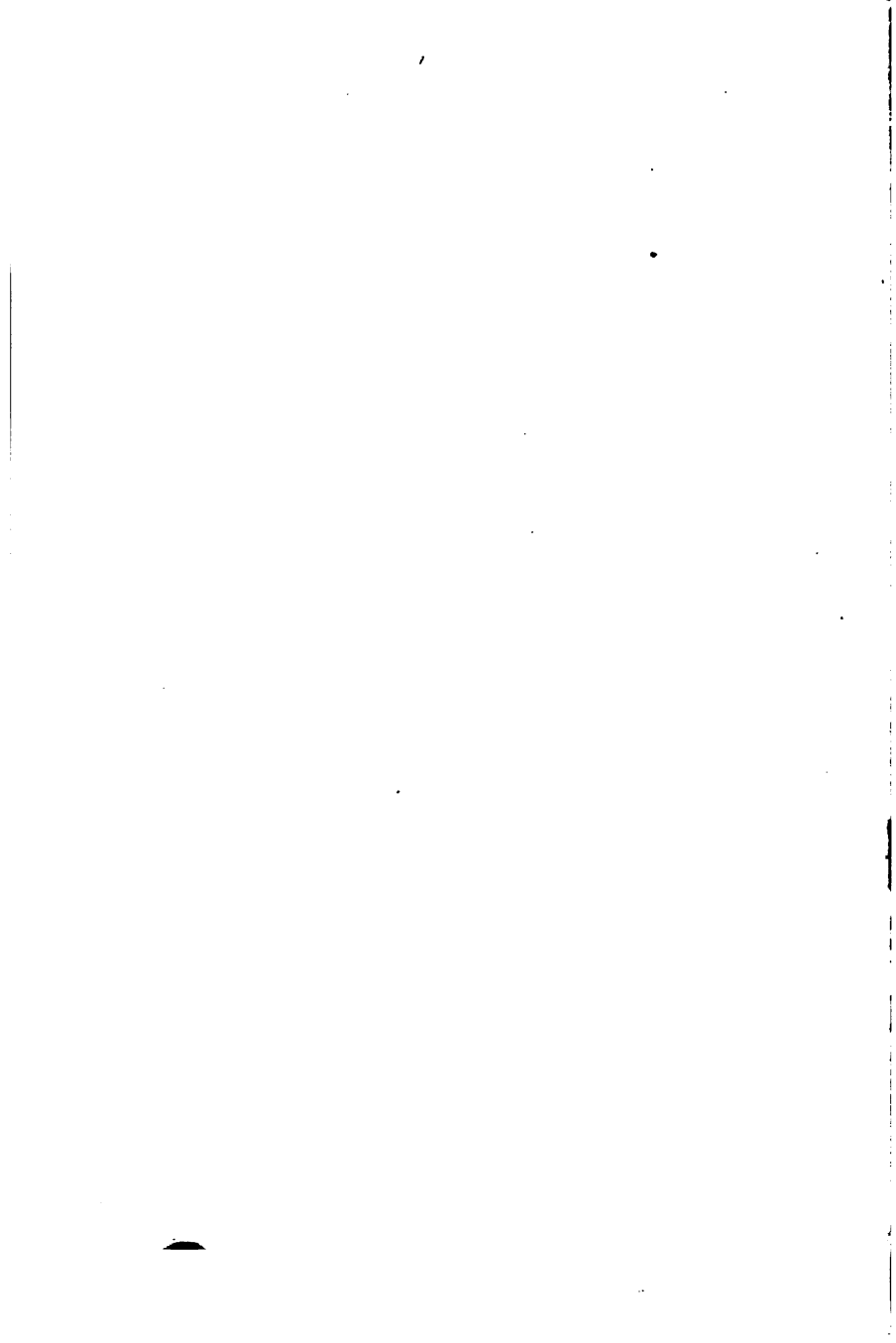
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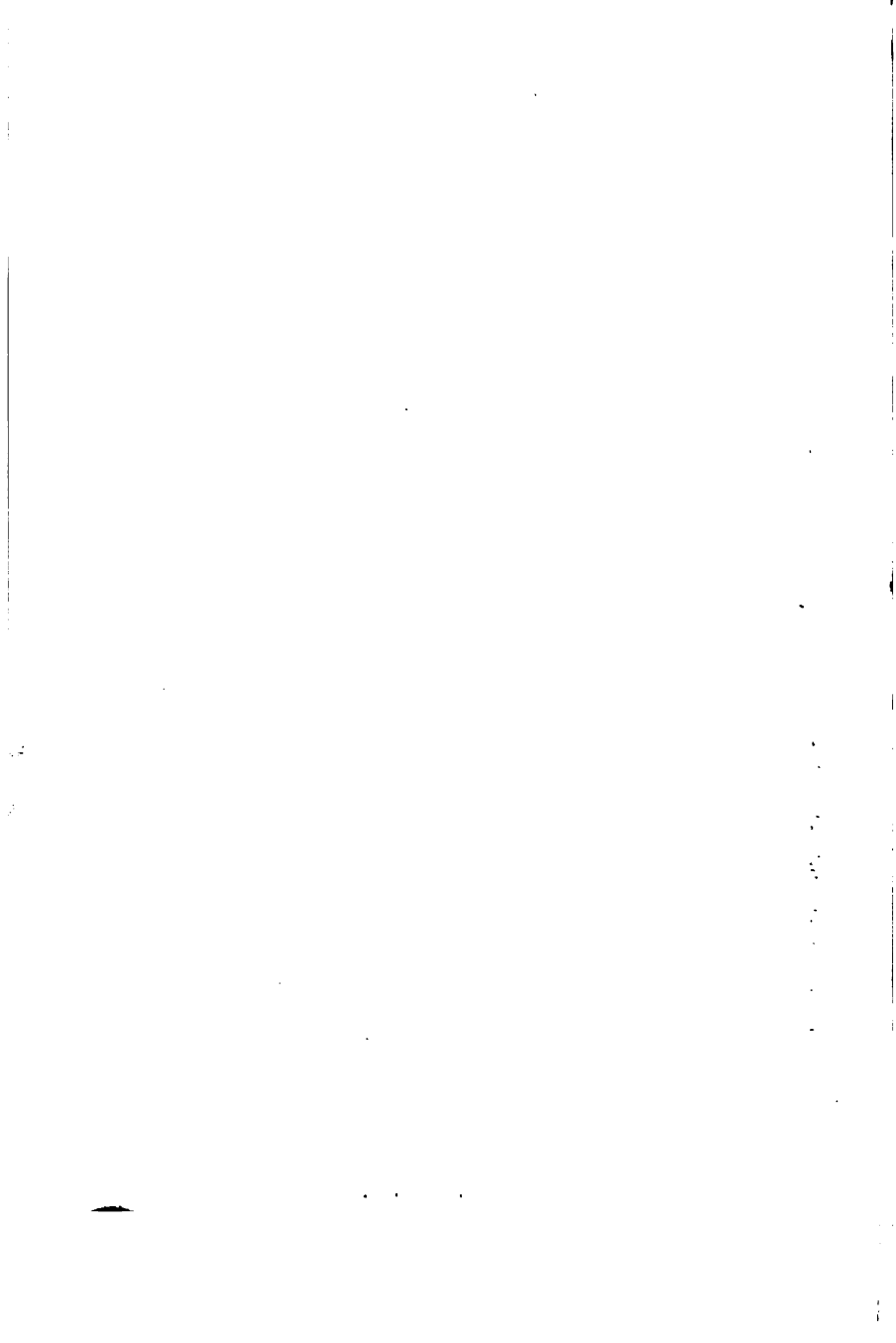


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Practical Primary Plans



Practical Primary Plans

for

Primary Teachers of
The Sunday-School

By

Israel P. ^{Putnam} Black

*With an Appendix containing a List of
Helpful Books and Appliances*



NEW YORK CHICAGO TORONTO
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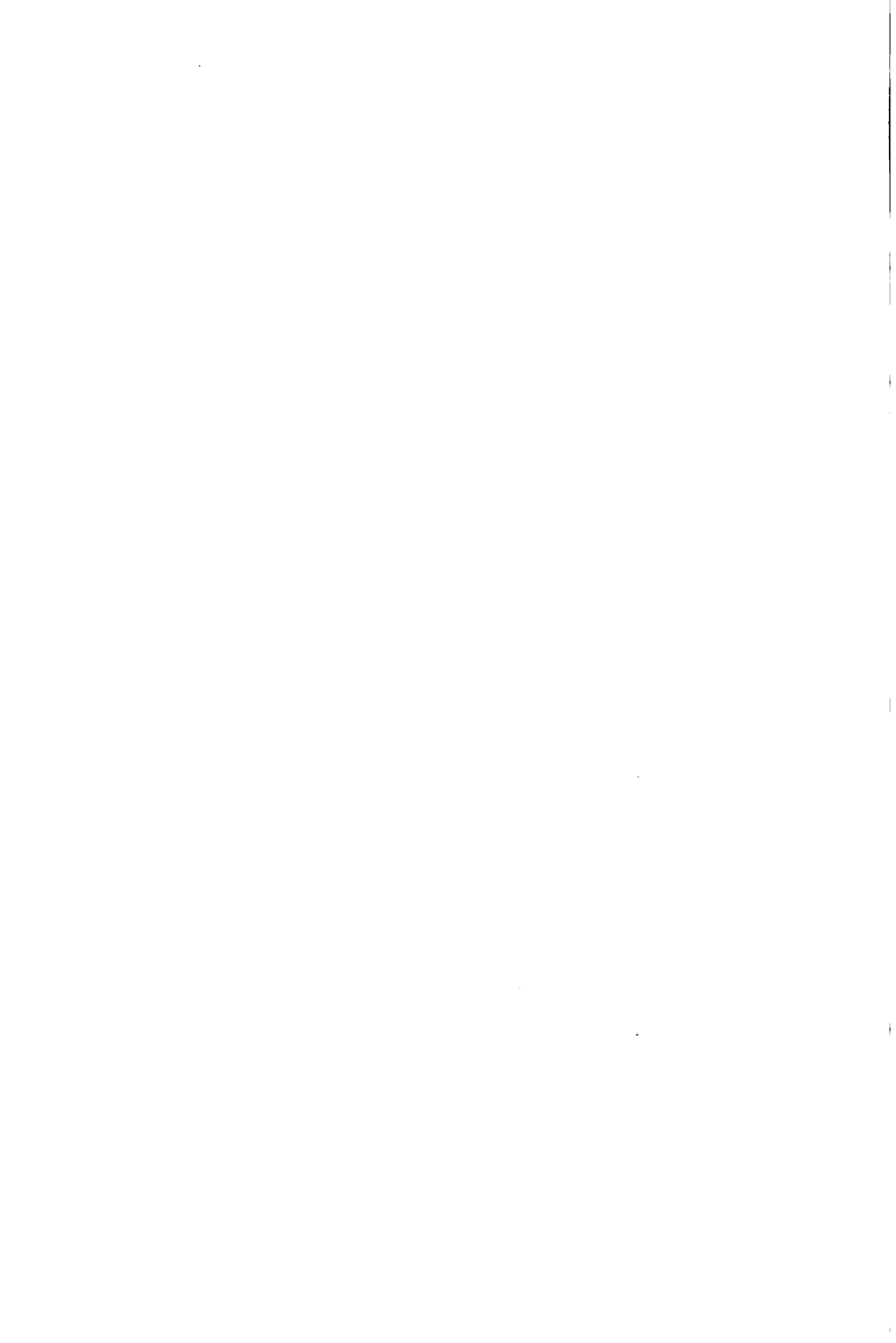
THE NEW YORK TYPE-SETTING COMPANY

THE CAXTON PRESS

Mrs. Wm. W. Bishop,
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TO ALL THOSE WHO ARE
STRIVING TO TEACH THE LITTLE ONES IN THE
SUNDAY-SCHOOL THE IMPORTANT TRUTHS
OF THE WORD OF GOD AND
WHO ARE ENDEAVORING TO OBEY THE COMMANDS
OF THE GREAT TEACHER WHO SAID
"FEED MY LAMBS"
THIS VOLUME IS MOST AFFECTIONATELY
DEDICATED ,



**"THE BREAD THAT COMES FROM HEAVEN
NEEDS FINEST BREAKING"**

BY JULIA H. JOHNSTON

"The bread that comes from heaven needs finest breaking."

Remember this,
All ye who offer for the children's taking,
Nor give amiss.
The desert manna, like to coriander,
With honey taste,
Was gathered at the word of the Commander,
With cautious haste;
"A small, round thing," and not in loaves for eating,
The manna fell,
Each day the wondrous miracle repeating,
As records tell.

So make it small, the bread of God, life-giving;
The child is small,
Unskilled in all the strange great art of living
That baffles all.
Be mindful of the little ones, and feed them
With living bread;
But break it for them as you gently lead them
To Christ, the Head.
With skill and pains and loving forethought tender,
Provide the fare;
Remember that their powers at best are slender
For whom you care.

Young souls immortal claim your constant tending;
To these be true.
Be sure to give the bread from heaven descending—
Naught else will do.
Mix not with earthly things, that cause distraction,
The bread divine;
The Word itself has infinite attraction,
Yet—break it fine.
Nor let them lose, for any selfish reason,
The measure due;
Remember, for their portion in due season,
They look to you.

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Introduction

It is the work of parents and teachers, called of God, to develop human souls from their chrysalis state. Working together with God, harmony and strength will be the result. It is ordained of God that those who are thus assisting him shall take counsel together, and so in a sense there may be said to be radiation of helpfulness, which creates an atmosphere that is highly conducive to the development of these young souls. The argument of helpfulness was used to induce the author of this book to place before teachers the plans that he had found to work so well in his own class; hence he gives us, not theories, but practical plans. To follow out the suggestions made herein will certainly result in better-organized, better-conducted, better-taught primary classes in our Sunday-schools.

And what will better classes accomplish? The answer is: Saving truth and living grace will be so adapted to the lives of the little children that they will be trained from the beginning to be little servants of God. The author certainly has the spirit of his Master, who said, "Suffer the little children to come

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unto me, and forbid them not." He has planned wise things for teachers to do in order that they may not lead God's little ones astray. Primary teachers have long been asking for just such a guide as this book must be. Let them now take it and use it conscientiously and prayerfully and diligently, knowing that the plans will work, because the author has not only tested them himself, but he has also conveyed them to others in primary unions, institutes, and conventions, who have in turn also made them work. What some teachers have done, others can do.

MRS. WILBUR F. CRAFTS.

Preface

SOME years ago I prepared a series of articles for the "Sunday-School Times" on methods of primary work in the Sunday-school. These papers met with a gratifying reception, and frequent requests have since been made for their publication in a more permanent form.

The publishers of the "Sunday-School Times" having very kindly granted permission for such use to be made of these articles as would best promote the work of the primary class, I have adopted them as the basis of these chapters, revising when necessary to conform to the latest methods of primary-class work, and also adding much new matter. It has been my chief aim to be directly practical.

Undoubtedly, teachers should give much time and study to this branch of Sunday-school work; they should know how to do certain things, and why. It is unfortunately true, however, that in these busy times the greater number of teachers cannot do this. They are continually asking, "How can I do my work? What helps can I find? Where can I find them?" To meet the needs of this class of teachers these chapters have been written. In their prepara-

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tion I have made use not only of my own experience, but also of that of many prominent teachers who are engaged in the same line of work. The subject is by no means exhausted; some topics have been merely hinted at, and others not touched upon at all. There are also phases of the work which at this time are in a formative state; it is better to await their growth and development before offering any definite suggestions concerning them.

The importance of the primary department is becoming more and more apparent. It is the duty of every primary teacher to be thoroughly prepared for the work. It is the high aim of this little volume to offer plans and suggestions which it is hoped will prove of much practical usefulness to all who are interested.

An appendix has been prepared, which contains a list of nearly all the helpful books and appliances at present published. In this list will be found, under their proper heading, the names of helps for every department of the work. Such references should be of great value.

This volume is sent forth with the prayer that through its ministry many may be profited and helped in this labor of love; that the teacher's interest and usefulness may be largely increased; that the quality of the work may be greatly improved; that the little ones may be richly blessed; and that the progress of the kingdom of God may be hastened.

I. P. B.

PHILADELPHIA, PA., 1897.

I

Class Organized

WORCESTER defines "primary" as "first in order; that which stands highest in rank or importance." The same author says "organization" is "the act of putting things in readiness for operation." I condense these definitions, and obtain as our subject, "the putting in readiness for operation that which stands first in order and highest in importance." Every kind of work, be it secular or religious, requires a perfect organization. Failure to organize well means failure of success.

First in importance in the primary work of the Sunday-school I place its classification. To establish an inflexible rule for this would be impracticable. Superintendents vary in ability, class-rooms are of various sizes and locations, exercises differ in each separate school, and the children are not always of uniform age and ability. Superintendents taking charge of the primary class have this difficult question to solve: "Shall I teach my scholars as one class, or

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shall I arrange them in small classes, with a teacher for each?" Granted that you have a separate room, located so as not to interfere with the exercises of the older classes, the first question to solve is, "For which plan am I, the superintendent, *best fitted?* Which will be better and easier, to do all the teaching, or to divide it with others?" Having settled this question, you are ready for work on the plan selected, always bearing in mind that you should not try to follow the plans of others who have been successful, unless you feel reasonably sure that your ability and surroundings will enable you to attain to the same measure of success. A plan that suits a school in one place might be a failure in another, when carried out by a different person.

Advantages.—Let us first look at the advantages of the one-class plan. It is claimed: *first*, that the class is under the control of one person and one mind; *second*, that uniformity of teaching is secured; *third*, that children join in more concerted exercises; *fourth*, that regularity in visitation is possible; *fifth*, that it is adapted to all sizes and locations of rooms; *sixth*, that it is suitable for all kinds of pupils.

Difficulties.—The difficulties of the one-class plan, as seen by one of our most successful teachers, are: *first*, in keeping a record of attendance; *second*, in the teacher's becoming acquainted with the children; *third*, in visiting absent children; *fourth*, in keeping order; *fifth*, in adapting instruction to different ages and mental capacities; *sixth*, in making personal ap-

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plication of the truth to each child ; *seventh*, in filling the place of the superintendent when absent.

I reply to these difficulties from my own experience.

First, the record of attendance can be more accurately kept by one acting as secretary, whose whole time is given to the work, than by many who have other matters to occupy their time. *Second*, one faithful superintendent, who greets all the children as they enter the room, and has a word with each, and visits the home, can easily know all the scholars. *Third*, a visit from the superintendent is more prized than one from the assistants. Such a one, who will visit, accomplishes more than many teachers who are indifferent to the work. *Fourth*, plenty of assistants will possibly preserve better order ; but if the exercises are varied and interesting, even the mischievous boy will want to stop his play and listen. Children cannot be kept in order by force. Give them something to do, and the order will quickly take care of itself. *Fifth*, instruction can be adapted to any age. The superintendent who can interest and instruct five-year-old pupils will have no difficulty with the older ones. *Sixth*, the truth can be pressed home to the child by one earnest teacher, who aims to make it personal, equally as well as by many who are not heartily teaching the lesson. *Seventh*, if the superintendent is absent, one can easily be found to fill the place temporarily from among the assistants, who are required in all classes, and who soon become familiar with the work.

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Advantages.—We will look at the advantages of the subdivided-class plan.

In the "Chautauqua Normal Outlines for Primary Teachers" the author (Mrs. W. F. Crafts) advances many reasons for preferring the small classes. Let us glance at and try to answer some of them.

First. "Because the children get the benefit of two presentations of the lesson, in perfect harmony, by the preconcerted arrangement between the superintendent and teachers."

Answer. This is all very true, provided the superintendent has time to meet with the class-teachers, and ability to teach them the lesson, so that there may be harmony in teaching; provided, also, the class-teachers teach only such portions of the lesson as they have been instructed upon.

Second. "Because there is time and opportunity for developing reticent or dull children through the class-teachers."

Answer. This is good only in theory; for if the class-teacher instructs the children in the lesson of the day,—and the time usually allotted does not exceed ten minutes, more frequently only five,—how often would there be time to devote to this class of scholars?

Third. "Because the peculiar temptations which surround each child may become known."

Answer. This point is good. To be carried out it requires the teacher to know the home life and the daily temptations of each child. This emphasizes the importance of frequent visitation.

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Fourth. "Because each child may be called by name."

Answer. This also may be done under the one-class system. The same method which enables a teacher to know personally a small class will work in a larger class.

Fifth. "Because absentees can be faithfully visited."

Answer. I am not willing to grant that a teacher of ten children *will* visit more regularly than one who has charge of more. If the inclination is wanting, the visits will not be made. The experience of superintendents in the older departments of the school will bear witness to this fact.

Sixth. "Because good order is promoted by the presence of a number of teachers."

Answer. In one sense this *should* be true, but suppose a number of *teachers* are out of order? And if they are selected from young people, as is so often advised, they are very apt to be thus thoughtless.

Seventh. "Because, when transfers are made to the main department, the teacher and class are still held together."

Answer. This is the strongest point of the class system. The subject of transfers is one of anxiety and trouble, and is increasingly so. This would always solve the question of suitable teachers for the classes to be transferred, and would often prevent the loss of scholars which so frequently follows the transfer.

Eighth. "Because the primary department gradu-

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ally yields a supply of experienced teachers for the main school."

Answer. Why should the lowest department supply teachers for the higher grades? In the secular schools this order is reversed. Primary superintendents who faithfully do all the work placed upon them have no time to conduct normal classes to train teachers for the higher grades of instruction.

Difficulties.—We will look at the difficulties of the subdivided-class plan.

The "Chautauqua Normal Outlines for Primary Teachers" makes mention of these six important difficulties: *first*, to find teachers; *second*, to fill places of absent ones; *third*, to secure unity of action; *fourth*, to get a competent superintendent for a subdivided class; *fifth*, lack of proper accommodations; *sixth*, inferior teaching to that which might be done by one head teacher.

I comment on these by number:

First. A small undivided class would not experience this difficulty as would larger classes.

Second. This is serious, as little children need regular and punctual teachers. I once visited a subdivided class of five hundred children, with a roll of forty-two teachers, sixteen of whom were absent. This caused much disorder.

Third. Unity of action can be secured only by weekly teachers' meetings, which few busy primary superintendents are able to maintain.

Fourth. It is much easier to procure a teacher for

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one class than to find one competent to direct a number of teachers.

Fifth. Subdivided classes require larger rooms than are generally provided.

Sixth. One earnest, consecrated, devoted, capable superintendent can teach far better than a number of indifferent teachers.

One teacher says: "Under the subdivided arrangement the adult teachers—one for every ten pupils—seemed to fill the room to overflowing. They loomed up in front and cut off the view; in fact, the little ones were literally overwhelmed by them."

Another says: "When the Sabbath-school is so fortunate as to have a primary superintendent who has time and ability to train her assistant teachers in weekly meetings, and the teachers have both time and disposition to attend regularly, and great care is exercised in the choice of teachers, a high ideal may be reached by the class method."

Some superintendents subdivide in the intermediate grade of the class, where the children are above eight years of age, arranging the children in classes of ten, and promoting teacher and scholars. It is better to do this where the ages of the children range from three to ten years.

The one-class plan can be pursued in large or in small schools. The subdivided is most successful in classes of larger size. The one-class plan will always succeed in the country school, where the lack of room

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restrains the superintendent from adopting the other plan.

First, let primary superintendents be fully persuaded as to which plan they are best fitted for by mental capacity; *second*, let them consider the time at command in which to prosecute the work; *third*, they should also carefully study which plan will be best suited to the children; and *last*, though not the least, the size and location of the room must have great weight in the decision.

Among the advantages claimed for the undivided class on the one hand, and for the divided or subdivided class on the other hand, there are a number of points or principles equally applicable to each. I desire to mention the advantages which I have found can be gained by combining the good points of each system.

I have divided my class of three hundred into eight divisions, giving each assistant nearly forty children, for whom I hold her responsible. I require all assistants to be present a half-hour before opening the school, that they may have time to become acquainted with their scholars, look after their hats and coats, and attend to the recitations of the golden text and other lessons. I desire these assistants to help the children in the responses and singing, and to preserve order where necessary. I seldom interrupt the general exercises to call a child to order. I also request the assistants to remain after school to hear the recitations of those who, from any cause, were unable to

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recite before the beginning of the session. Each assistant is provided with a ruled book in which is kept a record of the lessons recited. A faithful account of these I require, in order that a quarterly report may be sent to the parents. The assistants by this record can know each child's attendance, recitation, and conduct, all of which are noted on the quarterly report. This report is a powerful stimulus to the parents to assist in the work. The children enter the room from two directions,—boys and girls being thus separated,—and go directly to a table on which are placed the roll-book and the collection-box. The secretary marks the attendance, and the child at the same time deposits his money in the box. The secretary has thus secured the attendance in the general roll-book, and so have the assistants in their books. The child is also relieved of the penny before he has had an opportunity to play with it, and perhaps drop it upon the floor. Against each name is noted the amount of money brought. This also appears in the quarterly report. These reports are printed on postal cards. (See Chapter XIX.)

Each assistant is expected to visit every child once during the year, and oftener in cases of sickness, blank forms being used for making monthly reports of visits. I do not care to select assistants from any one class of persons. I have mothers of the children, young women, and young men. Experience has taught me that for faithful, reliable, and conscientious work the mothers make the best assistants. Where

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there is a large element of young Christians in a church, it is not right to ignore them, for they need the training and discipline which they can get in this kind of work. It should help to fit them for better work in the future. I have had some measure of success in interesting young men to take divisions of boys from six to seven years of age, and gradually moving them up till they reach the highest grade, when, if competent, I allow them to select a small class and to become its teacher as soon as the boys are ready for transfer. I have often asked young people of both sexes in the main school, who I knew desired to teach, to come into the primary class, and have assigned to each of them ten of the oldest scholars. I require them to perform the same duties as the regular assistants for a certain number of weeks; then transfer teacher and scholars. In this way each child becomes acquainted with the teacher, and the teacher has a little insight into the child's disposition and habits, and can also take notice of the method by which the child has been taught. This plan has always worked well; and as many of the regular assistants prefer to remain in the primary department year after year, we are thus enabled to provide new teachers for transferred classes.

Each child has a separate seat, numbered, which number is recorded on the assistant's and the secretary's roll-book. I do not expect the assistants to teach any lesson. They do not have the opportunity, as I desire them to use their time and influence in en-

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couraging the scholars to commit the golden texts and whatever else they may be able to learn. They can accomplish this object on Sunday, or during their visits at the homes. In a primary department where the ages of the children range from three to eleven we have about four grades to teach, so I have divided the class into four grades in the matter of recitations. The first class is composed of the youngest or kindergarten grade, who learn only the golden text; the next class learn the golden text and lesson hymn; the third grade learn the golden text, lesson hymn, and lesson truth; while the oldest ones learn the answers to the ten questions, and also the other three lessons. In this matter of recitations they are graded, although, as regards ages, they are more mixed than is *desirable*. But the primary class will always be so, until there is an intermediate or junior class in every school, to include all who have reached the age of eight or nine. We need Bible kindergarten classes in our primary schools, where the little ones from three to six years old could be separated from the older ones while the lesson is being taught, and taken into another room to be taught the lesson by the kindergarten method. We would then cease to see little heads nodding on warm afternoons while older brothers and sisters are being taught lessons beyond the comprehension of their little minds.

I conduct all exercises from a platform raised seven inches, using maps, charts, song-rolls, and blackboard, so that all can see and join in the exercises. It is

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my aim personally to see and greet every new scholar when he first enters the room, and assign him a seat in the division adapted to his age. Having thus received the child, and fixed the face and name in my mind, it is very easy to remember him.

In my experience this plan of organization has proved to have several advantages over either the one-class or the subdivided-class system. I can see no reason why it should not be successful in a smaller school, where only from one to three assistants would be needed. I believe that it has in it elements of success and usefulness fitted for any and every school.

II

The Class-Room

IN this chapter I assume that we have a separate room, located so as not to interfere with the main school in its exercises. In another chapter I will try to help the discouraged teacher who is compelled to teach the little ones in the corner of the room occupied by the main school.

In considering the class-room for the primary school the subject divides itself into three parts: *first*, the room located; *second*, the room furnished, or the appliances needed; *third*, the room adorned. We will look at these in order.

Good Location.—There are some points essential in making a location the very best. *First*, it should be on the ground floor, where children do not have more than one step to climb. *Second*, it should be on the sunny side of the building, to give cheerfulness to the room. *Third*, where it is possible, there should be at least one entrance for the little ones independent of that of the larger scholars. This is important, as a

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means of safety in case of panics, and also to expedite the regular dismissal. *Fourth*, the room should be so located that the class will be free to open and close their exercises without being obliged to join with the main department. Such a union with the main school consumes the time and strength of the teacher, and gives no adequate advantage to the children. The partitions between the rooms should be so built that the noise from either school will not interfere with the exercises of the other. *Fifth*, the room should be so arranged that scholars will not face the class as they enter, and visitors will not be compelled to sit in front of or at the sides of the school. *Sixth*, let it be so located that proper ventilation can be obtained without currents of air blowing upon the children. Good air is of *great importance*, as bad order is often caused by an impure condition of the atmosphere. *Seventh*, the room should be so located that the children will not be compelled to sit facing the windows. They should sit with their sides or their backs to the light.

Poor Locations.—*First*, on the second floor of the building. *Second*, a room in which artificial light is required every afternoon of the year. *Third*, one which can be entered only by passing through the main-school room. Where a church is not able to provide a separate room for the primary class the teacher has many difficulties to overcome. Nearly every church, however, could allow the primary class to locate in some corner of the main audience-room ;

The Class-Room

and the large, high seats can be adapted to the comfort of the children by placing long footstools in the pews, which will rest the active limbs and take the place of the little chairs. A portion of a gallery can be so arranged, and a heavy curtain drawn in front of the class. Too many teachers are placed at great disadvantage in the location of the room in which they have to teach. Many church officers still believe that "any place is good enough for the little ones." I live in expectation of the good time when our building committees will ask the primary teacher, "Where would you like to have the primary room located?" I am sure the answers will rise as one vast chorus, "Let me have my little ones in the very best place in the church building." The early impressions are very important and lasting, and everything should be done to make the surroundings of a room appear homelike and cheerful. The room should be made such a place that the child will love to visit it every Sunday, and will look forward to it during all the week.

Furnishings.—In furnishing the room we should give important consideration to these five points: convenience, utility, attractiveness, comfort, and, in many cases, economy. Many teachers still advocate raised seats, either built upon steps or upon an incline. Having tried all plans, I have found that, while a teacher is brought nearer to the scholars by these raised seats, there are two great disadvantages, the liability of the little ones to fall on the steps; and the

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great temptation to slide down the inclines. Thus arranged, a room can never be used for any other purpose ; and where churches are limited in space and money the primary room must o'ten be used for other gatherings.

It exerts a better influence upon the little ones to keep their room solely for religious instruction. To permit sociables and entertainments to be held in the same room where we are trying to teach reverence for God's house tends to secularize the place. Other places should be provided for the secular work of the school.

The Best Plan.—I believe the best plan is to have a level floor for the chairs, and a small movable platform for the teacher, raised about six or eight inches from the floor. For seating the scholars there is nothing better than small chairs. They can be purchased in all sizes, adapted to the ages of the children. Expensive ones are made of oak, and are very handsome. Less expensive ones are made of other woods, painted some bright color. They furnish the room very attractively. They may be solid or cane-seated. It is much better to dispense with the arms and to have only straight backs, as children with much clothing on are crowded in the arm-chairs. These chairs can be arranged in circular or in straight rows. They can be fastened together by a board placed under the seats, and the ends of each row can be secured by inserting the legs in iron sockets screwed to the floor.

Floor and Ceiling.—To add to the comfort and at-

The Class-Room

tractiveness of the room, place upon the floor a bright-colored carpet, which will prevent much of the noise that arises from bare boards. The walls of the room should be tinted some bright color. White walls are very bare and glaring in appearance, and cannot be kept clean. I know of a room where the ceiling is tinted a light blue with silver stars, and the walls a salmon color. The effect is very bright and cheerful. The expense was only a trifle more than ordinary whitewash.

Musical Instruments.—A primary room is not furnished without a musical instrument. When teachers are allowed to choose, they should always select a piano in preference to an organ. It secures better time, and the children sing with more animation, as it gives a distinct and leading sound. A cornet is also a great addition, if it can be afforded.

Tables and Closets.—Tables, with ample drawers for holding papers and books, are also required for the teacher and secretaries. Closets are very useful to hold the various articles needed. Some schools have large closets arranged with hooks for holding clothing, through which the children can march and deposit their wraps. A cabinet of curiosities is very useful in the class-room, and proves attractive and instructive. A clock should be placed where the teacher only can see it, so that the children will not be reminded of the passing time.

Blackboards.—A blackboard, on the wall or in a frame, or a Lapilinum cloth hung upon the wall, is

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absolutely necessary to the furnishing of every classroom.

Maps and Charts.—Maps of the Holy Land, of the Scripture world, and of Paul's journeys, are very useful. If found too expensive, maps can easily be made on large sheets of manila paper that will answer every purpose. Charts containing the Lord's Prayer, the Ten Commandments, the Beatitudes, and the Twenty-third Psalm can be purchased at reasonable prices, and will be found very useful. A set of stencils has become absolutely necessary to every well-appointed primary school. With these, a teacher can print on muslin or paper new songs, orders of exercise, or any of the charts mentioned above. They are not expensive. Stencils printing one-inch letters are the most useful. (For appliances see Appendix.)

Room Adorned.—How shall the room be beautified so that the eye shall be pleased, the mind instructed, and the heart led to think of the Giver of all beauty and good? If the teacher has plenty of money to spend, beautiful pictures can be bought to adorn the walls, and blooming plants can be purchased weekly from the conservatories. But a room can be made very attractive in many ways that cost but little money, and in this work the children will be glad to help. Mottos or passages from Scripture can be cut from colored papers and placed upon the wall to make it attractive. Banners can be cheaply made out of bright-colored cambric and ornamented with colored papers. Charts which illustrate some lesson

The Class-Room

truths, and are pictures in themselves, can be made out of heavy cardboard and either painted or ornamented with paper. Plants the children will gladly bring to adorn the room, and vases on the table can easily be kept filled with flowers by the same little hands. We must not aim to make our room so showy that the eye of the child will be fastened on its adornments, but rather let our aim be to have every beautiful object teach some truth that will lead the mind of the child to the Giver of all beauty. Aim to teach Jesus in every word you speak and in every service of the hour, as well as in everything you bring to adorn and beautify the children's Sabbath home.

APPLIANCES

At the Summer School of Primary Methods, held at Asbury Park, N. J., during July, 1897, a discussion regarding the appliances to be used in the primary class resulted in a decision that some are *absolutely essential*, others are *needful* and should be had if teachers are able to procure them, and still others are *desirable* and should be had if the appropriations will admit.

The lists are as follows:

Things Absolutely Essential

1. Some kind of room or space.
2. Some kind of seats.

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3. A class of scholars.
4. A teacher.
5. A Bible.

Things Needful

1. A separate room.
2. A musical instrument.
3. A blackboard.
4. A table or desk.
5. A cabinet.
6. Low seats or small chairs.
7. A class Bible.
8. Pictures on the walls or to pass around the class.
9. A record-book.
10. Collection-boxes or -baskets.
11. Shades for the windows.
12. Windows opening at the top.
13. Doors opening outward.
14. Singing-books.
15. A clock.

Things Desirable

1. A sand-board.
2. Picture-roll.
3. Picture-cards.
4. Library books.
5. Outline maps.
6. Colored crayons.
7. Music scrap-book.

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8. A bell (?). (Difference of opinion.)
9. Plants.
10. Birthday bank.
11. Hooks for clothing.
12. Awnings for the windows.
13. Charts.
14. Song-rolls.
15. Carpet.

III

Class Enrolment

THE success of any organization depends very much upon the ability of the general officer to place his hand at any time upon all its members. The work of a primary superintendent requires this careful oversight of every member of the class. At the close of every session he should be able to say, "All present or accounted for."

A good secretary and a carefully kept roll-book are very essential to the accomplishment of this object. To secure and retain a secretary who will be constant and faithful is a work of time and patience. It is often said that almost any one can fill this position; but the imperfect manner in which this work is generally performed plainly indicates that it has often been assigned merely to the most available person. It is of the greatest importance that in this department of the class work there should be method and order. Not only is it indispensable to the superintendent, but very important to the scholar.

Class Enrolment

1. Some superintendents select from the assistants one who is familiar with the face of each scholar to sit before the class and quietly mark the attendance during the exercises. This is objectionable: it tends to divert the attention of the class, and some may be overlooked in the marking; besides, the absence of this regular marker for even one Sunday must necessarily cause an imperfect roll.

2. By another method, every quarter a card is distributed, bearing upon it thirteen coupons, on each of which is the number of the child. The superintendent receives one of these detached coupons as the child enters the room, and at the close of the session the roll is marked from the collected coupons. If a child should forget the coupon, and the superintendent should overlook his presence, the child's name will remain unmarked.

3. Some superintendents have prepared numbered envelopes, the numbers on the envelopes corresponding with the numbers on the roll. This envelop contains the collection-money, and is handed to the secretary as the child enters the room. On it is printed the following: "If you should forget the envelop, be sure to give your name to the secretary as you enter the room, or you will not be marked present." This "forgetting" will happen very often among the "little ones" of the class.

4. One superintendent has a board with as many hooks in it as there are members of the class. On these hooks are hung small round ivory pieces, on

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each of which is a number. Before the session these all show the blank side. When a child enters the room he goes to the board and turns his number so that it shows. This keeping of their own record is said to be much enjoyed by the children. At the close of the session the superintendent can at a glance see how many were absent, and follow them up.

5. Some superintendents use punch cards, on which are fifty-two places to punch for attendance at Sabbath-school, and as many more for church attendance. The former are designated by a large S and the latter by a C. The name of the school and the child's name and residence are also on this card.

6. The most "ancient custom" is calling the roll. This may answer in very small schools, but is impracticable in a class of any size. It always tends to disorder, and the time thus occupied could be used to better advantage.

How to Secure a Good Secretary.—Select some person who is a bookkeeper and knows the value of accurate accounting for everything—some one who will enter heartily into the work, and will not be kept away by inclement weather, and is not subject to Sunday headaches. Young men who were formerly members of the class, and still have some affection for it, often desire to return and assist in the work; they can be placed in this position to good advantage. They will not require such careful oversight as must be given to strangers to the class methods.

One Successful Method.—Having secured two sec-

OXFORD PRESBYTERIAN CHURCH SABBATH-SCHOOL

PRIMARY CLASS

ROLL-CARD


Scholar's Name, _____

Residence, _____

Day and Year of Birth, _____

Parents' Church, _____

Date, _____

 Parents will please fill this side of the card, and return it by the scholar.

(OVER.)

Specimen No. 1, reverse

PRIMARY CLASS

OXFORD PRESBYTERIAN CHURCH SABBATH-
SCHOOL

DEAR PARENTS: You can aid us very much in our work. Our teaching will need all the help you can give to accomplish what we desire.

You can give us aid

FIRST—*By reading over the lesson with the children before they come to the school.*

SECOND—*By teaching the verses on the lesson card, so that the children can readily repeat them.*

THIRD—*By carefully questioning them upon what they have learned during the afternoon.*

FOURTH—*By your prayers and sympathy for the work, and an occasional visit to the school.*

Our school commences at 2.30 P.M. The doors are not opened till 2 o'clock. (As one tardy scholar will disturb the whole school, start your children in time.)

The scholars will be visited at least once a year, oftener if possible. In case of sickness, and the parents or little ones desire to see their teachers, do not take it for granted that we know they are sick, but send word to us.

We shall always be glad to have you visit the school, and see for yourselves how your children spend their Sabbath afternoon.

We aim to teach Jesus Christ and his love for the "lambs of the fold." Pray for us that our work may not fail.

ISRAEL P. BLACK, *Superintendent.*

MRS. ISRAEL P. BLACK, *Associate Supt.*



Please tear off this side of the card and retain it at home where you can often read it.

Class Enrolment

retaries for the work, I station them at the entrance to the class-room, seated at a table in such a position that not one child can enter the room without passing before them. Upon this table are placed the roll-book and the collection-box.

Let us now follow a little one as he presents himself for admission to the class. I take the little stranger by the hand, and, after a few words of welcome, present him to the secretary for enrolment in the enrolment-book. In this the secretary enters the date, name, age, residence, and by whom introduced to the class. He then hands the child a doubled card (see Specimen No. 1), carefully explaining what use is to be made of it.

When the blanks on this card are filled in and it is returned to the secretary on the following Sunday, I have, from the parents, by their own hand, all the information I require.

If there is any doubt as to the child's becoming a regular scholar, it is very useful to have a small book, called an irregular roll, in which to enter the name. When the child, by an attendance of several Sundays, gives evidence of becoming a permanent member, the name can be transferred to the regular roll.

Roll-books.—Many kinds of roll-books have been prepared for the primary class, but it is more satisfactory for teachers to prepare a book adapted especially to the wants of their own school. This can easily be done with large sheets of paper, a ruler, and blue and red ink. Following the plan of the above-

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described roll-cards, I have had books ruled with columns to show name, seat, age, birthday, residence, parents' church, one attendance column for each Sunday of the year, total attendance for the year, and remarks. This ruling will answer for schools which observe the birthdays of the children, and which assign to each one a particular seat.

The names should be arranged alphabetically, to facilitate the marking of attendance. In large classes it is better to have separate books and secretaries for the boys and the girls. In a roll thus prepared the secretary has a record of each scholar, and can also refer to the number of seat if not remembered by the child. The attendance is marked by a cross, and the amount of collection is placed over this mark. Attendance at some other school, when away from home, counts the same as attendance at the home school.

It is the duty of the secretary to ascertain from the child the cause of absence, and to note it in the attendance column. This will save much trouble at the end of the school year when making up the record for the rewards for attendance.

Absentees.—At the close of the session the teacher should look over the roll-book and ascertain who are absent; those who have been absent over two Sundays should be visited at once.

Visiting-lists should be handed to teachers of the different divisions before they leave the room. It is not only important that the teacher should note the

Class Enrolment

absence, but it is encouraging to the children to know they have been missed from their accustomed places. Watch the irregular child more than those whose faces you are sure to see every week. It was the one astray, not the ninety and nine safe in the fold, that the shepherd longed to find. If possible, let the child's absence be known in the home the same afternoon, by a personal visit or by a note sent by a neighboring child. Where this is not practicable, a postal card similar to the following will answer a good purpose:

OXFORD PRESBYTERIAN CHURCH,
PRIMARY CLASS.

_____189 .

DEAR SCHOLAR: We were very sorry to have to mark you absent this afternoon. We hope you are not sick, and that we shall see you in your seat next Sabbath.

The Golden Text for next Sabbath is found in the verse of the chapter of . Try to learn it during the week, and come early next Sabbath, so as to recite it to your teacher.

Your loving friends,
MR. and MRS. ISRAEL P. BLACK.

A systematic superintendent and an orderly secretary will keep a firm hold of the little ones. A good secretary will be able every month to note the percentage of attendance to the total number, and to

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know whether the class is increasing or decreasing in attendance. In many city schools primary classes are regular "runaways." I know of some classes that receive on an average a hundred and fifty new scholars annually, and yet at the close of the school year are not able to count over fifty of them as permanent members. Perhaps a more careful watch on the part of the officers would make a greater proportion of these permanent. In the country, where there are fewer schools to attend, we do not find the same annoyance.

Enlarged Rolls.—Children in the city have been known to be enrolled in four different schools at Christmas-time, and to be wide-awake enough to attend the entertainment of each one. Some of our best primary teachers advocate receiving all who will apply at these holiday times. It is injurious to the child to think only of the "loaves and fishes," and such a practice is certainly demoralizing to the roll of any well-organized class. A careful revision of the roll at this season, and limiting the time for the reception of new members to a few weeks before Christmas, will soon do away with this little Sunday-school "tramp" and give us clean roll-books and good, permanent scholars.

The Cradle Roll.—One of the newest things in the primary work is the cradle roll, which has been very successfully introduced by several schools. This roll is composed of the names of the babies in the congre-

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gation. The idea is to have them entered as early as possible, so that parents may feel that they belong to the primary class. This will make the children more apt to attend it when they are old enough to do so.

Miss Annie S. Harlow, superintendent of the Bethany Presbyterian primary class of Philadelphia, has found this work to be very successful. Miss Harlow's plan is as follows: Parents are invited to bring or to send the name of the baby they wish entered upon this roll, giving the date of birth. The name is read to the class, and then the slip of paper containing it is placed in a beautifully decorated cradle standing on the platform. A few words of welcome are given by the superintendent. The following card is taken to the home of the child:

BETHANY PRESBYTERIAN CHURCH,
PHILADELPHIA, PA.

DEAR LITTLE FRIEND: When you were baptized we promised, as a church, to have a watchful care over you. This little card is sent to you that you may know that we have not forgotten our pledge. Our prayers are for you always, and our best wishes for a very happy and a very useful life.

Your friends,

For the Pastors_____

For the Elders_____

On the cover of the folded card are two spaces; in one is written the date of birth, and in the other the

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date of baptism. With this card is left a roll-card on which is written :

BETHANY SUNDAY-SCHOOL.

CRADLE ROLL.

JOHN HENRY JONES
WAS RECORDED IN THE CRADLE ROLL
AUGUST 9, 1897.
Philadelphia, Pa.

Your loving Sunday-school teacher,
A. S. HARLOW.

Birthday cards are sent to the children whose names appear on this roll. One card reads :

JOHN HENRY JONES,
AUGUST 24, 1895-97.

WE WISH YOU MANY HAPPY BIRTHDAYS.

BETHANY PRESBYTERIAN CHURCH.

Contributions are sent from the home in the name of the child. These little attentions bind the home more closely to the class, and in time the little ones become regular attendants.

IV

The Class Visited

THE primary class having been well organized and properly enrolled, the next question that meets the superintendent is, How can I continue to interest the scholars and to maintain my hold upon them? The room may be beautiful, the teaching almost perfect, and everything possible done to interest and instruct the children during the one short hour, and still the superintendent may be conscious of a lack of power to hold the scholars. The best plans for securing and retaining this hold should be considered.

The old-fashioned method of systematic visitation is still the best, and may be discussed under three heads: *First, why* there should be visitation. *Second, when* it should be done. *Third, how* to do it.

Under the *first* head, let it be observed that the home should be visited: (1) in order to form a better acquaintance with the child; (2) that the teacher may come in contact with the parents. No one who has not a personal acquaintance with the scholars before

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him can successfully teach upon the Sabbath. As has been truly said, "Attempting to teach even little children without knowing their temptations and surroundings is somewhat like a game of blind-man's-buff, the teacher having the bandage over the eyes; but, unlike it, it is not a game of innocent sport, but a sad and hopeless struggle to find souls." The superintendent should know the home surroundings of each scholar and the daily temptations and trials of each little life.

An acquaintance with parents is also necessary, in order that the superintendent may know their religious life and how much interest they take in the spiritual training of their children; and also that he may ascertain how much assistance they render the teachers in the work. Most parents do not know how to instruct their children in religious truths. They are willing to spend hours in helping them with their secular lessons, but do not know how to interest them in learning even the Golden Text.

A visit from the superintendent will be the means of explaining the requirements of the school; and a kind explanation of the manner of teaching religious truths and verses may give much light to the parents.

Superintendents should realize that they instruct the scholar but one short hour in the week, and that parents either help or hinder the work in the many hours they have charge of the child. Superintendents need to take the parents into partnership as soon as possible—not a silent partnership, but to make them

The Class Visited

full, active members. In this home life to which they are thus admitted teachers will often find helps and illustrations to aid them in teaching. It is also a source of encouragement to learn from parents how much of the Sunday instruction is retained and brought home by the children.

Furthermore, it is a great advantage to know the worldly condition of the parents. Pride often hinders them from sending their children when they are not properly clothed. It is the duty, and should be the pleasure, of the superintendent to assist in clothing the needy through the church agencies organized for this purpose.

A prominent primary teacher once said: "Visiting is indispensable, and yet visiting is formidable to most young teachers. 'Why, when I get there I don't know what to say.' My dear girl, the rule that holds good in society holds good here. Forget yourself and be natural. It is not necessary to talk religion; neither is it necessary studiously to avoid the subject."

Secondly, When should the scholars be visited?

1. A *new* scholar should be visited as soon as possible after being enrolled as a member of the class. It is a great event in a child's life when he or she is able to say, "My teacher came to see me to-day." It is very important to visit the new scholar, so that the teacher may properly explain to the child, as well as to the parents, all about the lessons required to be learned, and the rules governing the school.

2. An *absent* scholar should be visited. One ab-

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sence should be cause for a visit. The child may have been absent from want of interest either on the parents' part or on his own, and a visit from the superintendent or teacher will tend to awaken fresh interest in the school. There should always be some *systematic rule of visitation*. It should be done at least quarterly, and oftener when possible.

Reports of these visits should be made to the superintendent. I have had blanks prepared for this purpose (see Specimen No. 2), which I hand to my assistants, with the request that they be returned to me every month with the list of visits made.

3. A *sick* scholar should be visited. No excuse will answer for neglect of this duty. The death angel is swift in his flight. Do not let his visit precede yours. It is the rule to send for the doctor when sickness occurs, but the teacher is supposed to know it from intuition. How mortifying to hear such words as these: "My Willie was sick for four weeks, and his teacher never came near him, and she passed down the next street nearly every day!" The teacher did not know Willie was sick, but ignorance is no excuse for thus neglecting one of God's little ones. Carry a few picture-cards, or flowers, or a little fruit. Always drop a few loving, tender words of sympathy, and do not forget the prayer at the bedside of the little one. Such visits will never be forgotten.

Christmas season is a good time for visiting. Look in on the children at this joyous time, and laugh and play with them. It will do them good, and make

OXFORD PRESBYTERIAN CHURCH

PRIMARY CLASS

To _____, Teacher:

The following scholars have been absent from the session of our school. Will you please visit them during the week and ascertain the cause of their absence?

NAMES.	RESIDENCE.	NUMBER OF TIMES ABSENT.	CAUSE.	DATE OF VISIT.

Date, _____, Secretary.

[This record should be 8 x 5 inches.]

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youthful the heart of the teacher. For some years it has been my custom to visit the children on this day, making very short calls, and looking at their trees and presents. It always pays well. A call of a few moments on the child's birthday, with a small card of remembrance, is a source of pleasure to the little one.

To summarize: visit *new* scholars, *absent* scholars, *sick* scholars. Call on them in their joyous times and in their hours of sorrow and sickness. Touch the home all you can; you will be a better teacher and you will be greatly helped in your work.

Thirdly, How shall the visit be made? Go in the spirit of the Master: to do good to all in the household; to teach the child more about religious truths upon which you can barely touch on Sunday; to teach the parents, by your example and precept, the lessons of the blessed Saviour. You may be the only follower of Christ to enter the house, and your opportunity to do good should not be lost. In getting into the child's life, do not feel wearied if Willie wants to show you his books, his curiosities, or his pets, or if Annie insists upon having you hold her and loving her dolls. It is not time wasted. You are thus not only fastening the child more closely to you, but the child is teaching you lessons which cannot be learned from books.

Primary classes have two kinds of teachers: those who have abundance of time at their command, and those who are so occupied during the week that they do not have a moment to spare. To this latter and often discouraged class let me say a word. If you

The Class Visited

cannot visit, you can have recourse to several ways of coming in touch with the home, which will in some measure be successful. 1. By sending a letter to the parents, stating the object of the school, the work required of the scholar, and asking coöperation in the home. 2. By sending a letter or postal card to the absent child, calling attention to his absence, and making kindly inquiry. (See Chapter III.) 3. By sending cards, flowers, or fruit to the sick ones. 4. By sending letters or cards on birthdays.

Be sure your scholars know where you live, so they can visit you.

When you meet a scholar on the street, give him a smile of recognition and address him by name. This will be worth much to you and more to the scholar. Never pass one by without a greeting. When practicable, stop and shake hands and say a few pleasant words. Your heart will beat faster when you overhear, as you pass on, "That is my Sabbath-school teacher; isn't she nice?" Remember the wise saying, "He who has his hand on the head of a child has it on the heart of the mother."

If you are absent from the class for a season, maintain your interest in your scholars by correspondence with them; this will be another cord to bind them to you.

Having faithfully visited the home, it is our duty to endeavor to have *the home visit the class*. If a general invitation sent through the scholars is not accepted, sometimes cards, sent to several parents at a

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time to come on a certain day, will appear more personal and will result in a visit. It is good for parents to come to see where and how the child spends the Sabbath afternoon, and to learn the methods of instruction. They will thereby be made better helpers at home.

As it is good for the teacher to visit systematically, it is also good to organize systematic visitation among and by the older scholars themselves. One of our most successful Philadelphia schools has organized a "Forget-me-not Mission Band." Its object is to ascertain the names of the sick of the school, and to take them remembrances of fruit or flowers. Boxes are in the school-room, in which any one knowing of sick members may place the names. A committee to carry offerings to the sick is selected from the older boys and girls of the primary class. Meetings of the band are held monthly on a week-day afternoon, to hear reports from the children of the work done.

The report of a year's work shows great results, at an expense of eighty-six dollars. Over four hundred persons were remembered, and the following articles were distributed: 131 pot plants, 69 baskets of fruit, 68 baskets of cut flowers, 75 bouquets, 36 books, 18 cards for the wall, 9 toys, 26 scrap-books, 566 cards and papers.

V

The Class Program

EVERY gathering of people, old or young, for the purpose of worship or study, requires some careful forethought and arrangement for the conducting of the exercises. It would be considered very unwise to call together any assemblage of persons and only decide upon the order of exercises at the moment of gathering. Yet there are many primary classes which are continually placed in this position. The superintendent often comes to the class-room only a few minutes before the time of opening. Many important and many minor things fully occupy the mind until the last moment. What next? A hurried word or sign to the organist that a certain hymn will be sung, then a few opening sentences from God's Word, and the usual prayer, and the session is considered opened.

Then comes the time when the teacher is at a loss for the next thing. Sometimes an appeal is made to the organist: "What shall we do next?" Sometimes the children are asked, "What would you like

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to sing?" or "Which would you rather do, say the Creed, or the Commandments?" Precious time is wasted while the decision is being made. Perhaps the lesson is now taught; or, if visitors are present, this is a good time for the children to "show off" in some familiar exercise. How often do we find superintendents at this stage vainly trying to arrange their thoughts in some proper order! At the close of the session what has been the result? Time wasted, scholars out of order, little accomplished, teachers very tired and almost distracted—and all for the want of a little system in the order of service. This is not a rare case, but is very common in our primary classes.

"Pansy" once asked in a conference, "What is the first thing you do in your class-room?" A teacher at once replied, "I always do the thing which I planned to do the day before, in view of the lesson which I am to teach." How many do this?

I will state a few reasons why there should be a program or a definite order of exercises previously arranged: 1. That there may be system and order in everything we do in God's house. 2. That we may be able to accomplish more, and do it better, in a given time. 3. That not a moment of valuable time may be wasted by teachers or scholars. 4. That there may be variety, which is so helpful to the little child. 5. That better order and discipline may be secured. 6. That the work may be easier for the superintendent. These reasons do not require any comment; they speak for themselves.

The Class Program

How can a good program be prepared? It is better for superintendents to prepare their own. The best program for *you* is the one *you* make for your own class. Make it to suit the circumstances and needs as well as the capabilities of your scholars.

I can only suggest some points which I have found valuable and practical. A good program will aim at great variety, and will have time allotted to each part in proportion to its relative value. There should be arranged, in the first place, the opening service. I prefer to have this to consist largely of praise—bright, cheerful songs, thanking God for his day, his house, and his Word. Passages of Scripture should be selected bearing on these topics, to be recited alternately by superintendent and scholars. Then the prayer service should follow; and in this can be used passages of Scripture bearing upon prayer. Prayer hymns should be softly sung, and the teacher can use a prayer of short sentences, repeated by the children. After the prayer service supplemental lessons may be taught. Under this head may be placed the Commandments, the Beatitudes, the Twenty-third Psalm, Golden Texts, and the Creed. Motion exercises may also be introduced at this point, or a map-drill on Palestine, or the names of the books of the Bible repeated in concert. The missionary collection should now be taken, or a report made of it if previously gathered. Short temperance exercises may also be introduced. The scholars who have had birthdays during the week may now put their offerings

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in the box prepared for the purpose. Not over five minutes should be allotted to any one of these exercises, and they should be interspersed with appropriate songs. All these exercises should precede the lesson.

The lesson should now be taught, and closed with prayer bearing on the truths set forth in it. Then may come the Golden Text of the day, and any other lessons on the papers may be reviewed by the superintendent. The closing exercises, which should be brief, now follow. Nothing should be done to interfere with the impression made by the truths of the lesson just taught. The "Mizpah" verse and a closing song bring the exercises to an appropriate end. As the scholars are dismissed papers and lessons for the following Sunday should be placed in their hands.

Such programs should be elastic—stretching enough to admit of extra exercises, and contracting sufficiently to leave out some when necessary. They should be varied from time to time; anything stereotyped becomes monotonous to teacher and scholar.

A little boy was drawling at home:

"We can tell why the bell
Sweetly, sweetly rings to-day."

His aunt protested against his way of singing it. "Well, aunty, we sing it every single Sunday of our lives, and I just hate it with all my might; but some days I can't help singing it over, I am so full of it." The teacher of this boy needed to introduce more variety.

The Class Program

A good plan is to allot certain days in the month to different exercises; for example, the first Sunday to missionary exercises, the second to the map of Palestine, the third to temperance exercises, the fourth to books of the Bible. "But why try to do so much?" some one will ask. 1. That we may give all the instruction possible. 2. That we may so fill the child's mind that evil may have but little chance of finding room in it. A good program aims at great variety, while at the same time it aims to teach something worth knowing, and to have a large element of worship.

Never change the program of the day because visitors happen to be present. Do not ask visitors to address the class. This used to be the custom,—when teachers knew no better.

Never take the time from the regular program to practise for Christmas, Children's Day, Anniversary, or entertainments. Work all this in as part of the regular program, and afterward select the pieces the children are the most familiar with, not letting them know beforehand that you intend to use them for special occasions.

How should such a program be used? The superintendent and teachers should have copies in their own hands, and either follow them literally from week to week, or vary them, according to circumstances. Where the scholars are familiar with many hymns, those should be selected that will bear upon the lesson subject of the day. If the scholars also have printed

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copies of the program it will help them to learn the Scripture selections. The program can then be taken home and the parents made familiar with the school exercises by teaching them to the children. It is not always advisable, however, for the children to have programs in their hands during the exercises; they often cause disorder.

Bible verses and songs stenciled on large sheets of manila paper and hung before the scholars will attract the eye and secure attention. These should be varied from Sunday to Sunday, a different sheet being used for each Sunday of the month.

How can a good program be abused? 1. By using it for too long a time. 2. By never varying it in the least. When scholars become so familiar with it that they anticipate the answer before the question is asked, it is time to make a change.

I once visited a primary class where the teacher had neither blackboard, organ, maps, nor even an order of exercise, and was attempting to interest and instruct a hundred and fifty little ones, with no definite idea of what she should do next. The teacher was a failure; the class of necessity was poorly conducted; and yet it was connected with one of the most successful and wealthy Sunday-schools of our city. How much more could have been accomplished if the authorities had furnished the teacher with the necessary equipments, including a printed or stenciled program!

I always aim to have notices and miscellaneous

The Class Program

exercises come before the lesson. I want the children to have the last thoughts from God's Word. Do not distribute the papers just after the lesson, and then scold the scholars for making a noise with them. *Time should never be taken during the exercises to collect pennies.* Let that be done at the beginning of the session. I once visited a class having a session of only forty minutes, ten of which were spent in marching to a table and depositing pennies on the gun of an iron hunter, who shot them into a tree. This was fun for the children, but a sad waste of time.

In preparing the program for my class I seek to have it so full of interest that the children will be too much occupied to think of getting out of order. I have a large collection of stenciled Bible verses and songs, and could have a different exercise every week; but I change only the songs weekly, using the same general plan for a month. I prepare three copies of each—one for the pianist, one for the cornetist, and one for myself.

The following is a program I have used to good advantage:

ORDER OF EXERCISES

Praise.

Teacher. "O come, let us sing unto the Lord. . . . Let us come before his presence with thanksgiving, and make a joyful noise unto him with psalms."

Scholars. "O Lord, open thou my lips, and my mouth shall show forth thy praise."

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Song. "All hail the power of Jesus' name!
Let angels prostrate fall;
Bring forth the royal diadem,
And crown him Lord of all!"

God's Words for Children.

Teacher. "Remember now thy Creator in the days of thy youth."

Scholars. "Jesus said, Suffer little children to come unto me,
and forbid them not; for of such is the kingdom of God."

Song. "Oh, happy were those children." *Tune, "Webb."*

"Oh, happy were those children—
We wish we had been there—
Who gained the Saviour's blessing
And heard his loving prayer!

"We wish his hands had rested
Upon our heads as well,
And we had heard the lessons
Which from the Master fell."

God's Word.

Boys. "How sweet are thy words unto my taste! yea, sweeter
than honey to my mouth."

Girls. "The law of thy mouth is better unto me than thousands
of gold and silver."

Boys. "Thy Word is a lamp unto my feet, and a light unto my
path."

Girls. "The words that I speak unto you, they are spirit, and
they are life."

Song. "Sing them over again to me,
Wonderful words of life;
Let me more of their beauty see,
Wonderful words of life.
Words of life and beauty,
Teach me faith and duty.

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Chorus.

" Beautiful words,
Wonderful words,
Wonderful words of life!
Beautiful words,
Wonderful words,
Wonderful words of life! "

Prayer.

Boys. " The Lord is nigh unto all them that call upon him, to
all that call upon him in truth."

Girls. " Evening, and morning, and at noon will I pray."

Teacher. " Seek ye the Lord while he may be found, call ye
upon him while he is near."

All. " And ye shall go and pray unto me, and I will hearken
unto you."

" Before our words of prayer arise,
We bow our heads and shut our eyes ;
We fix our thoughts on God above—
On our dear Friend, the God of love."

Prayer (scholars following teacher, and closing with the Lord's
Prayer).

Silent Prayer (for a moment).

All repeat softly. " Create in me a clean heart, O God, and
renew a right spirit within me."

Song. " Dear and loving Saviour, listen to our prayer ;
Take us to thy bosom, keep us in thy care ;
We are little pilgrims wandering here below,
And we need thee, Jesus, everywhere we go.

Chorus.

" Guide us, ever guide us ; take us by the hand ;
Lead us, loving Saviour, to the golden land."

Primary Songs No. 6.

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Scripture Recitations.

Twenty-third Psalm, first and third Sabbaths.
Commandments, second and fourth Sabbaths.
Beatitudes, third Sabbath.
Books of the Bible, first Sabbath.
Catechism, reviewed on the fourth Sabbath.

Motion Exercises.

Notices.

Missionary Exercises, and Taking of the Pennies.

Golden Texts and Lesson Hymns. Repeat the texts in concert,
and either repeat or sing the lesson hymns.

Song (selected).

Lesson of the Day. Review previous lesson, teach new lesson,
make application, close with a sentence prayer. Scholars
recite in concert what they have learned from the lesson
leaf, and sing the new lesson hymn.

Closing.

Teacher. "The Lord bless thee, and keep thee: the Lord
make his face shine upon thee, and be gracious unto thee."

Scholars. "The Lord watch between me and thee, when we
are absent one from another."

Prayer. "As we bow our heads again in prayer,
Giving ourselves to his loving care,
May the lessons learned in our hearts sink deep;
May the Lord between us a loving watch keep;
May we show this week in our work and play
That we've learned of Jesus on this holy day.
We pray thee to take each little hand
And lead us all to the better land. Amen."

Song. "God be with you till we meet again."

Dismissal.

Papers Distributed.

The Class Program

This program occupies from eighty to eighty-five minutes.

Where a class is limited to one-hour sessions and is in a room by itself the following order may be used to advantage. It was worked out at the Asbury Park Summer School of Primary Methods, July, 1897, under the leadership of Mrs. J. W. Barnes. It embraces the experience of two hundred teachers, and may be accepted as a most excellent arrangement for an hour's work.

The program was first divided into seven parts and then filled in.

ORDER OF EXERCISES

Opening Exercises (time, 2.30 P.M.).

Praise song.

Recitation of Scripture verses on praise.

Prayer, the children repeating.

Song; prayer response.

Offering Exercises (time, 2.35).

Money collected or announced.

Scripture recitations on giving.

Prayer.

Song.

Supplemental Lessons (time, 2.40).

Twenty-third Psalm.

Ten Commandments.

Beatitudes.

Books of the Bible.

Creed.

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Fellowship Exercise (time, 2.50).

Scripture.

Prayer.

Birthday-box money received.

Song.

Church attendance noted.

New scholars received.

Class Work. Where divided into small classes, teachers now have them for ten minutes.*

Lesson Taught (time, 3.05).

Closing Exercises (time, 3.25).

Scripture recitations.

Prayer.

Song.

Dismissal (time, 3.30).

Papers distributed as the class files out.

* Where taught as one class, these ten minutes were added to the lesson time.

VI

Miscellaneous Exercises

THERE is a considerable variety of exercises which can be used to advantage during the session of a primary class, which it will be advantageous to consider minutely. In adopting anything outside of the regular praise, prayer, and lesson exercises, and supplemental lessons, we need very carefully to consider what will instruct and at the same time interest the mind of the child. In other words, How can religious truth be presented in its most attractive form?

1. *Scripture Recitations.*—Texts of Scripture can be arranged alphabetically, bearing upon subjects that will interest children. Many of these may be found in the different helps that have been published for primary teachers. A much better plan, however, would be for teachers to make their own selections from God's Word. Texts of Scripture can be arranged bearing on such subjects as God, Christ, love, faith, prayer, salvation, little children, and heaven. In this exercise the teacher asks the question, and the

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class gives the appropriate Bible verse in response. A class acquainted with many such exercises can vary the recitations every Sunday.

2. *Golden Texts*.—A weekly drill on these is of great importance. The teacher may review from the beginning of the quarter, or even as far back as the first of the year. Many classes are thus enabled at the end of the year to recite all the Golden Texts and lesson hymns. This exercise may be varied where the school is divided into classes or divisions by asking first one and then another class to recite the texts.

3. *Temperance Exercises*.—These should be taught to the children at least once a month. Bible texts on what God has said about strong drink and drunkards, should be arranged by the teacher and interspersed with songs.

Teachers should procure pledge cards from the National Temperance Society, 58 Reade Street, New York, or the Women's Temperance Publication Society, Women's Temple, Chicago. Send also for samples of the publications of these societies.

The New Jersey Sunday-school Association, Trenton, N. J., furnishes a most excellent temperance roll for twenty-five cents.

4. *Missionary Exercises*.—These should be used every Sunday, either at the time the collection is being taken or immediately before the teaching of the lesson. They should consist of passages of Scripture upon giving, and appropriate songs, of which there are many varieties.

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5. *Map of Palestine*.—Every child should be taught some knowledge of the land which has furnished such wonderful Bible stories. A map drill on Palestine would be of great help. Upon a large piece of muslin or paper trace the outlines of the country, and place it in view of all the scholars. One lesson could be devoted to locating the rivers, another to placing the mountains in position, another to inserting the towns of importance, and so on until everything of interest is represented, and a completed map, which has been made little by little through the help of teacher and scholars, stands before the class. Small red gummed tickets, placed on each town mentioned in the regular lessons, would greatly assist the child in locating places.

Ten minutes a month spent on such an exercise would give an immense amount of information concerning Palestine. In teaching this or any other Bible knowledge, always bear in mind not to attempt too much in one lesson. Little minds, like small pitchers, can hold only a small quantity at once; but they require frequent filling. Again, remember that on an average you have the teaching of the child for at least five years; and it is not essential to impart all this knowledge during the first year of school life.

Teachers will find the "Palestine Song," in "Song and Study for God's Little Ones," a most excellent help in this exercise. This is prepared by Miss Bertha F. Vella, and published by McCabe & Co., 166 South Clinton Street, Chicago (price 25 cents).

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In "Special Songs and Services," for primary classes, will also be found some Palestine songs. This book is prepared by Mrs. M. G. Kennedy, and published by Wilde & Co., Boston, Mass. (price 45 cents). (See Appendix.)

6. *Motion Exercises or Songs*.—These have been published in great variety. Some of them are most excellent, but many are not fit to be presented to children. A good motion exercise will give activity to the child's limbs, and will interest and instruct the mind. Mere calisthenics in the class should be avoided. Such an exercise as the "Chautauqua drill" can be used with good effect in teaching Bible verses and changing the position of the body. Motion songs, like "These two little eyes which God has given" or "A wonderful house have I," teach Bible truths, and bring into play every part of the child which has become tired by sitting. One or two such songs should be used every Sunday.

Teachers often inquire where they can find exercises similar to those described. So far as I know, there has never been any one book published that completely meets this want. Teachers are obliged to make their selections from the many books issued, in each of which are to be found some good exercises.

A complete list of helpful books and appliances will be found in the Appendix to this book.

VII

Lesson Preparation

SOME years ago a prominent primary teacher very wisely said: "The primary class is a place where little ones are to be fed with spiritual food. The greatest care in preparing that food is to be taken. The lesson to be prepared must be broken up into little pieces; tough, controversial portions of the subject are to be thrown out, while the tender, digestible bits will be received with pleasure and advantage."

Teachers constantly desire to know what is the best method of preparing God's Word so that it can be properly received into young minds and hearts. Thoughtless persons imagine this to be a very easy task; but the teacher of experience realizes that it is one of the most difficult in the line of religious instruction. Even in this advanced period there are to be found many teachers who believe with one who said, "I have not time to prepare lessons for an adult class; but I should like to teach the primary class, because that does not require any preparation."

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Some teachers imagine that a hurried glance at the lesson on Sunday morning will give ample preparation. To all such I would speak an earnest word. Do you fully realize the significance of the truths you are required to impart? They are the most important ever committed to man. These "wonderful words of life" are to be impressed by you upon the plastic mind of a little child. Do not think the preparation for such a task can be lightly, thoughtlessly, hurriedly accomplished. In truth, you need more study, more light, more of the Holy Spirit, than are required by the teacher of an adult class.

Permit me to suggest four points which have been helpful to me in my preparation, and which may be of benefit to others: 1. For whom shall we prepare? 2. What? 3. How? 4. When? Let us look at these points in their order.

1. For whom shall we prepare? For the youngest minds capable of receiving truth. These minds can hold but little, and that little should be so prepared as to be easily received and retained. It is often remarked, "You can throw more water at a bottle than it will receive when carefully poured in." If the truths you are to study and to teach are to be of any benefit, they must be carefully prepared and slowly poured in, "here a little and there a little." Try to place your mind in the same condition as that of the child, and you will not then be in danger of preparing as if for older minds. Do not give any child occasion to say, as one did to his minister, "Fire

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lower, so as to hit the little fellows." Know the little minds for which you prepare. Be familiar with their wants, see them in their homes, ascertain their daily trials and temptations, and then prepare the lesson to meet their needs. If your preparation is the best adapted to the child of seven, it will also help the one who has reached the age of ten; but should you prepare more especially for the older scholars, you will most likely fail to interest those who are younger, and will have no portion whatever for the very little ones. Always aim low—bring the food within the reach of the youngest.

"Put yourself in the child's place. Then with the child's eye and the child's ear with which your sympathy has endowed you, gather your materials for the lesson, and the children will hang upon your lips."

2. What shall we prepare? It is well we have no choice in the matter, that others have wisely selected for our lessons the best words and truths of the inspired Book. The difficulty is never about the quality—that can never be better; but the quantity often overwhelms us, unless our experience enables us to make the best use of it. With an average period of not over twenty minutes in which to teach, we cannot hope to exhaust the subject. Experience must guide us in determining what to use and what to reject.

It is by far the wisest plan to take the *one* thought that is best adapted to the minds of our scholars, than to attempt to impress upon them the many truths

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usually found in the selected lessons. We should never have aimless work. We can always teach Jesus. Every lesson selected from his Word leads directly or indirectly up to him. Even the Old Testament lessons, which primary teachers often feel like discarding, point to the blessed Saviour.

Miss Julia E. Peck says: "It is a mistake to emphasize more than one point in a lesson; select this point so as to connect the past, present the present, and arrange the relations of future lessons.

"(1) First thought—something the children know.

"(2) No thought given which is beyond the child's experience.

"(3) Children must have only what they can work out in their own lives."

3. How to prepare the Word. You often read the beautiful lessons published for primary teachers in the various papers, and long to make as good a preparation for your class. Let me add a word of comfort just here. You can prepare lessons that will be equally as good as these, if not better. I hold that the average teacher who makes preparation suited to the wants of her own scholars has prepared far better than the teacher who, in a general way, writes a lesson which is supposed to be adapted to every class.

Every lesson should have this outline:

(1) Introduction, opening, or approach; this gains the attention for what is coming.

(2) The connection, or a short review of the previous lesson.

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- (3) Narrative, or Bible story.
- (4) General truth, applied to all scholars.
- (5) Individual application, meeting the particular want of some child whom you have learned about.

Experience has taught me that a lesson thus prepared will hold the attention of the scholars and impart truths that will be apt to remain.

In speaking of the introduction to a lesson, Miss Annie S. Harlow says: "What shall this approach or illustration be? Let it be a *true* illustration—not necessarily a true story, but a true illustration; by this I mean that it shall be such an illustration as shall really cast light upon the lesson. When possible, let it be a Bible story; in any case, let it be somewhat familiar, or something more easily understood than the lesson proper."

I offer the following suggestions from my own experience:

In the first place, carefully read over the lesson story from the Bible, and write it out in your own language. This narrative should never be read to the class; neither is it wise to commit it to memory. The mere act of committing it to paper will aid the mind in retaining the greater part of the narrative, and very often the precise words of Scripture. After the narrative is firmly fixed in your mind, look after the historical and geographical points. Learn everything that will bear upon the lesson, first from God's Word, and then from any of the multitude of helps now furnished to teachers. Having gathered this

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knowledge, ask yourself, Which one of the many truths of the lesson is best adapted to my class? Then prepare to teach this one truth by a variety of ways and means: by a word on the blackboard, a picture on the blackboard, an anecdote, a song, and sometimes a prayer. Nearly every lesson can be illustrated by Bible story. You can subscribe to a number of children's papers, and clip such stories as may be useful, filing them in envelopes arranged by topics. You will thus gather a large number of illustrations far better for your use than those in the published books, because they are your own selections.

Illustrations should be used only to enforce a truth. Never tell an anecdote in such a way that the story will be remembered and the application forgotten. You will soon learn how careful has been your preparation and teaching, by the information you receive through the home. If you teach so well that the children talk about the lesson at home, you may feel assured your preparation was not in vain. On the other hand, if they speak of the illustrations and not of the truths they were intended to impress, you have failed to hit the mark.

4. When shall we prepare? Not on Saturday night; most certainly not on Sunday morning. A very good rule is to look over the next lesson on Sunday evening, and follow this up by spending one or two hours upon it daily. A much better plan is to have a longer look ahead, so as to anticipate the coming lessons. Our daily readings, and the observ-

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ing of children as we engage in our various pursuits, furnish us with helpful material. In other words, prepare at home, in the street, among the children; keep eyes and ears open for the approaching lesson.

A teacher once remarked: "Something is always happening the last of the week, and it is the unexpected that happens generally on Friday or Saturday, to our dismay."

The London "Teacher" some years ago very wisely said: "You must learn the 'Why' of your work on your knees before God; the 'What' of the teaching from the Bible; the 'How' from your own common sense and the experience of others."

Lesson Helps.—Some one has said: "The least useful class of reading will be so-called lesson helps. They ought often to be called 'lesson hinderers.' They deserve this name when they do the teacher's thinking for her, instead of setting her on the track of special and individual research. The newspaper is the best help in preparing a temperance lesson—sad facts are here to be found."

Every teacher should subscribe to the lesson help published by her own denomination; loyalty to the Church requires this; and, as a rule, the children should be given the lesson papers published by the same house.

If teachers are also able to take other lesson helps they will find many practical suggestions in the undenominational publications mentioned in the Appendix.

VIII

Lesson Taught

THE first and the most important step to successful teaching is systematic and thorough preparation. Without this no person should attempt to teach children of any age, especially the youngest. The Rev. H. C. Trumbull, D.D., in a series of valuable articles on this subject, said, "Teaching is causing another to know that which we know and which he does not."

Two factors enter largely into this work, namely, the teacher and the taught. Let us look at each in its order.

The Teacher.—Certain conditions are positively necessary to enable the teacher successfully to impart the truths of God's Word. These may be divided into two general heads—the *outward* and the *inward* condition of the teacher.

The *outward* condition is divisible into three heads.

First, the atmosphere of the room must be fresh and pure. No one can teach, nor can a person

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properly receive instruction, in a room filled with impure air.

Second, the physical condition of the teacher must be looked after. Teachers should avoid parties and late hours on Saturday nights. If they desire to be active and bright in their teaching, they should heed the Apostle Paul's advice, and endeavor to keep the body under. Avoid hearty dinners just before the session of the class; a teacher who hurries away to the class-room from a full meal on Sunday will find the brain dull and the most careful preparation of little use. Neither should those who have chronic headaches appear before the class. I have heard of a teacher who, week after week, would say, as she held her hand to her aching head, "Now, children, do be quiet; for I have such a bad headache I cannot bear any noise, and I can hardly talk to you." Children will carry home unpleasant impressions of teachers from whom they receive only dull and stupid lessons. Teachers unconsciously impart much of their own feelings to the children before them.

Third, the attire of the teacher should be plain and modest. This is apparently a small matter; but do we not often see teachers so gaily dressed that the little ones could tell more about the bright colors of their apparel than about the truths that were uttered? Let nothing draw attention from the lesson taught.

Let us look at the condition *within* the teacher. This may be divided into the *mental* and the *spiritual*.

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Under the *mental* may be placed the state of mind in which a teacher appears before the class. No one should attempt to teach restless little children unless she has nerves of iron or no nerves at all. A teacher who enters the class-room at the last moment, hurries to arrange everything for the opening, worries over the many things that always go wrong when one is in a hurry, and then attempts to conduct the exercises and teach the lesson in this mental condition, will not be successful. Teachers who observe small disorders, and are annoyed thereby, will find themselves losing force in the teaching in proportion to the notice they continue to take of such things. For the peace of mind of the teacher, she should either abandon the teaching or find competent helpers who will attend to the order. Primary teaching is most wearisome to the nervous system. A teacher in that department constantly requires a bright, clear, and active brain.

The mental condition admits of another division, namely, the preparation of the lesson—which was treated of in the previous chapter. Still another mental condition which enters very largely into the successful teaching of the lesson is the knowledge the teacher possesses of the mind and nature of the child. This can be acquired only by close observation of the disposition and habits of the child. Mr. Pardee says, "It is of the first importance that the teacher of children should study child nature, child language, and all the child characteristics, such as activity,

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curiosity, inquisitiveness, etc." Teachers should also study everything bearing upon this subject.

If teachers could own and study the works of Grosser and Fitch on teaching, they would be greatly helped. The David C. Cook Publishing Co., of Chicago, has arranged the greater part of these lectures in a small book called "Compendium of Teaching," which can be purchased for ten cents. It is an exceedingly valuable work for primary teachers. (See Appendix.)

The *spiritual* condition of the teacher is of special importance. A person who is not a true follower of the blessed Master has no right to attempt to feed his lambs. Love for Christ and love for his little ones must go hand in hand. The children cannot be brought nearer to the Master by your teaching than you have come yourself. Let your life be hid with Christ in God. *Feeding* on his Word will give you the sincere milk for the babes. *Praying* continually will bring to you the needed wisdom. Go from your knees to your class, and return from your class to your knees, if you desire a rich blessing to rest upon your teaching.

"Go, speak to Jesus; wait his answering word;
Then tell the trusting child, like one who comes
Transfigured from the mount of prayer."

Be filled with the Spirit, and be assured your scholars will know it and unconsciously inhale the same spiritual air that you breathe. Your manner, while

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lively and loving, should be earnest. It may be you speak for the last time to some little upturned face. Speak so that all may feel that the Master's words are falling from your lips.

Let us now glance at four essential methods of teaching :

1. The interrogative method. This is by means of asking questions, and necessitates some knowledge of the lesson, which has been obtained by the scholar either at home, or from the class-teachers if the school is subdivided.

2. The elliptical—repeating the story, and pausing when you desire the children to supply the next word. This also implies some previous knowledge of the lesson.

3. The lecturing or preaching method—doing all the talking and requiring only attention from the children. I regret to say that this method is more used than any other, because it is much easier for the teacher.

4. The illustrative—making plainer the truths taught by the use of pictures, maps, charts, symbols, blackboards, and anecdotes.

Most teachers use one or all of these methods every time they teach a lesson. Perhaps the most useful for the majority of teachers would be to use first the lecturing method, then repeat the lesson story, using the elliptical style, the children supplying the missing words; after which the illustrative style could be introduced in one or more of the ways spoken of above. The lesson should then be closed with the interroga-

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tive method, to ascertain how much you have caused the children to know, and in order that you yourself may learn whether you have *taught* well or only *preached*.

Miss Lucy M. Wheelock says: "A little boy reached up to take something from his mother's dressing-case. She said, 'No, no; you cannot have that; that is for grown-up people.' The boy looked into his mother's face in a pathetic sort of way, and said, 'Isn't there any little boy end to it?' Now, in every truth there is a little boy end to it, and if you give your boy the right end of truth—the little boy end—he will take hold of it and keep it. If you make the end pointed he will get hold of it better. Unless *you* see what the end is that you want to give him, *he* won't see it and get hold of it."

The art of questioning is so very important that many chapters could be written upon the subject. All through the teachings of the great Teacher he made use of this method. It is said that there are no less than seven hundred questions in the New Testament.

A prominent Sunday-school writer has wisely said: "Would you arrest attention? Then question. Would you discover what scholars already know? Question. Would you fix truth in the mind? Question. Would you ascertain the result of your teaching? Question." The best teachers are those who make much use of this method. To learn how to do this is not easy; it requires much study of the

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subject, and also of the child. To ask questions successfully, you must know how much information your scholars possess, or you may receive an answer that you do not expect.

Do not appear before the class with your lesson written upon paper. Do not read the lesson from a lesson paper. Let the children see that you are reading from the Bible. It is a good plan to have a small reading-desk on which is a Bible belonging to the class; and if it is thought best to read the lesson, the children's Bible should be used.

Stop at the appointed time. However great the interest may be in the lesson, some child will be stretching around to look at the clock. The children know when you have talked long enough, although you yourself may be unconscious of the fact.

The Taught.—Miss Lucy M. Wheelock very pertinently says:

"It was a Jewish rabbi who said, 'In every class you will find four kinds of pupils: the *sponge*, the *funnel*, the *sieve*, and the *winnow*.' I am sure every one has a *sponge* in the class—the child that likes to hear everything that is said, but will himself give you no answer. What you have to do with this child is to draw him out and make him answer.

"Then the *funnel* kind—one who takes in everything you say simply to let it go in one ear and out of the other. Such a child answers his mother's question, 'What did you learn to-day?' by saying, 'Oh, I don't know.' If you can put the right sort of teach-

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ing into that child it will stay there; you must make it so tremendously interesting that he cannot help but hold it.

"Then the *sieve* kind. This is the child who will take the illustrations and remember them, and forget the vital part of the truth. He retains the things least valuable and lets go the real grains of truth. With him you need to make the truth very attractive, and suppress the illustrations, making them incidental, so that the child shall remember the truth and not the story.

"The *winnow* child. This child has a mind that will be sure to keep the good things and reject the bad, and so is safe anyway."

How shall it be ascertained that the children have been taught in the sense that they have been made to know what the teacher labored so hard to prepare and so earnestly presented? Attention in listening is not always a sign of knowledge being acquired. I have known a restless, mischievous boy to repeat to his mother almost every word of the lesson, when the teacher had given him credit for knowing nothing of it. When children go home and play church or Sunday-school, as so many of them do, and preach to father and mother the lesson of the day, and also when you hear from parents during the week many things you have said upon the Sabbath, you may feel assured you did not teach in vain. You have caused another to know about God's Word. The highest work committed to teachers is that of causing these

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little ones to know the spiritual things of God's Word. We may clearly understand them ourselves, but only as the Spirit helps us can we so teach that little children can discern them.

“Teacher, ne'er complain of dearth,
Since to thee the boon is given
Seeds of truth to sow on earth
For the harvest-home of heaven.”

IX

Visible Illustrations

HORACE says, "Those things which enter the mind through the ear make a less vivid impression than those which enter through the eye." Visible illustrations embrace every form of teaching where the appeal is made to the sense of sight. There are two entrances to the understanding—ear-gate and eye-gate. The previous chapter dwelt upon the lesson as taught through the gate of the ear. I will now dwell upon what Bunyan calls "the royal road of Eye-Gate."

Blackboard.—There is a variety of methods by which a lesson or truth can be made to pass through this eye-gate and reach the understanding of children. First in the order will come the blackboard, which has become so indispensable to the primary teacher. No class is properly equipped without this, or some kind of a substitute. It may interest some to learn how to procure a good blackboard—a board that will retain a good black shade until worn out. One that is flexi-

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ble, and that can be easily cleaned, is what teachers desire to find.

To make such, first procure from a carpenter a board one inch in thickness and of dimensions required for the space selected. It must be of well-seasoned wood, and, to prevent warping, there should be nailed a narrow strip across the ends. Tightly stretch over its smoothly planed surface twelve thicknesses of ordinary blank paper, which can be obtained from the nearest newspaper office. Over these layers of paper tightly stretch unbleached muslin. The board is now ready for the Lapilinum cloth, which can be purchased from any school-supply store. It is made in various widths, and is covered with a black slate surface on one or both sides. This should be drawn very tightly over the paper and muslin, forming a flexible surface which can be often washed with a sponge and made to look fresh and clean. When one side has been used for a time the cloth can be reversed. I have had one side of this kind of black cloth in use for ten years, and it looks as fresh as when first put on.

This suggestion for making a good board was given to me by Mrs. S. W. Clark.

I have also experimented with a surface of green slate, and found it to work very well. White chalk produces a nice contrast with this shade.

As a good substitute for a blackboard, a yard square of this same Lapilinum cloth, which can be hung upon the wall, will do good service. It can be rolled up

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and taken home, where drawings may be outlined at leisure and afterward filled in before the class.

Large sheets of manila paper can also be made to do good service as a surface to mark upon; the black crayon used in marking boxes is well adapted for this surface.

If the space in the rear of the teacher's desk is a blank wall covering the width of the room, buy as many yards of Lapilinum cloth as will cover it in length, and as wide as it is possible to procure it, and nail it to the wall. With this long surface to work upon, several lessons can be placed on it. How impressive it would be to see illustrated on such a space the whole story of the trial, crucifixion, burial, and resurrection of Christ! The space may be long enough to retain all the twelve lessons of the review. Such portions as are not in immediate use could be covered by a curtain sliding upon rods.

Crayons.—White is the best for constant use. Colors are effective when teachers understand their blending. The square crayons have their use; the common round ones, however, are the best for general purposes. They can be made to take the place of the square ones by breaking them into the lengths needed and using the side instead of the end. This is much the best way to use a crayon for any purpose.

Rubbers.—A piece of common Canton flannel makes the very best rubber. It takes up the dust without scattering it, and it cleans the board more thoroughly than the patent ones. It can be, and

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should be, often washed. Wear a glove on the right hand when using bright-colored crayons, particularly the red shades, as they make a stain difficult to remove in the school-room. Small wooden holders are quite useful.

How to Use the Blackboard.—The blackboard being ready, how should it be used? I think I hear many a timid teacher say, "I can easily procure the board, but I am afraid to trust myself to make even a mark upon it." With a piece of chalk in hand, any teacher can step to the board and make a single dot, which, to the imagination of the child, can be made to represent a man, boy, animal, or house. The first point in visible illustrations is thus accomplished, namely, attracting attention and causing the child to use the imagination.

All primary teachers cannot be artists at this work, but all of them should make an effort to do their best, especially before children, for they are greater critics than we give them credit for being. For example, I once hastily drew four sides of a figure, and said, "Scholars, this will stand for a square." Immediately one of those always-present very smart boys said, "That ain't a square; that's a rhomboid." I glanced at it again; strictly speaking, the boy was right. Had I carefully and accurately outlined the figure with blue or purple chalk beforehand this would not have happened. Again, after drawing some palm-trees, with the four leaves at the top, another smart boy exclaimed, "Oh, look at the windmills!" I must

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confess that they bore more resemblance to windmills than I had intended. The work had not been outlined beforehand.

Instruction.—Teachers would do well, where possible, to avail themselves of the instruction given on the use of the blackboard by the different Primary Teachers' Unions. Where they have not this opportunity, they should procure some of the many books on the subject and master them. A list of such books will be found in the Appendix.

They should have a blackboard or a yard of Lapidinum cloth at home, and practise there rather than before the class. As a rule, it is much better to do *all* the work in the presence of the class. If this cannot be done, cover the outline with black paper—tailor's paper. This kind of paper can also be used to draw on beforehand. It may be quickly fastened to the board, the surface of which it closely resembles.

Lettering.—For practical use in teaching, the plain roman letter has long been regarded as the best; it is coming to be the custom, however, for many of our expert teachers to use the script letter, as the scholars in the public schools are more familiar with it. Teachers should practise the art of lettering at home, so that they can talk and draw at the same time.

Stencil Pictures.—Lessons can be illustrated upon the board by pictures. The stencil pictures prepared by S. C. Clark & Co., Pittsburg, Pa., are very useful and represent a variety of subjects. (See Appendix.)

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They can be faintly outlined before the lesson, and then brought out more clearly. Another good way is to draw the letters, objects, or pictures beforehand, and cover with paper until wanted to illustrate the truth you are teaching; they then come suddenly to the child's eye the very moment you want to make the most impression. Teachers should bear in mind that the blackboard must not be used to attract attention only; every line made upon it should be for the purpose of making truth pass through the eye-gate.

Objects.—Next in importance to the blackboard I would place objects—such as can be gathered in the daily walks of life. These should be collected from time to time, and placed in a small cabinet, which every class should own. The mineral, vegetable, and animal kingdoms will furnish an abundant supply—for example, stones, ores, woods, plants, birds, and insects. All of these may be used to illustrate lessons on the power, care, and goodness of the Creator.

Pictures.—Pictures, either permanently upon the wall or only used to illustrate a particular lesson, have become essential in teaching little children. First in importance among these are the Bible Lesson Pictures, published by the Providence Lithographic Company. (See Appendix.) They are a source of much enjoyment and profit to the primary class. Do not show all the pictures at once. It is far better to place before the class only the one illustrating the lesson that is being taught. Teachers of very little

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children find it helpful to cut out each figure, and pin it to the board in the order of the lesson, and so let the picture grow before the children's eyes. This makes the lesson more real to the child, and does not present too many persons at once. These pictures can be preserved by pasting them upon muslin. A quarter's pictures thus hung upon the wall not only adorn the often bare class-room, but are also very useful on review Sunday. They can also be pasted upon a long strip of muslin and made to pass before the class like a panorama.

The pictures of Scripture scenes prepared by the Religious Tract Society of London, and for sale in the United States by Fleming H. Revell Company, make a beautiful adornment for a class-room, and are helpful in teaching. (See Appendix.)

Cards.—Truth can sometimes be well illustrated on large cards, about twelve by fifteen inches square, of white or colored cardboard. On these should be placed some word or symbol that expresses the most important thought of the lesson. These are also very useful on review Sunday. I have in mind a set I made when the lessons were from the Acts. The first card illustrated the "Ascending Lord." On a white card was the word "Jesus" in bright-colored letters. This word began at the lower left-hand corner and ascended diagonally to the upper right-hand corner. The next card represented the "Descent of the Holy Spirit." The words "Holy Spirit," in bright-colored letters, began at the upper left-hand corner and de-

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scended diagonally to the lower right-hand corner. In this manner all the lessons were illustrated throughout the quarter. The children readily recited the Golden Text when the card was held before them. Time, tact, scissors, paste, and fancy-colored papers alone are needed to make this successful. The expense is very small.

Teachers can prepare small banners of bright-colored cambric, putting a fringed border of paper around them, and placing letters or symbols cut from bright papers upon them. After using them to teach the lesson they make a pretty adornment for the wall. Symbol cards are published, but as teachers generally prefer to teach the one truth best adapted to their individual class, they have not found a very great sale. (See Appendix.)

The lesson upon "The Golden Rule" can be easily brought before a child. Get a piece of pasteboard twelve inches long and one inch wide; cover with gilt paper, mark into inches, and write "The Golden Rule" upon it. A child receiving one of these will always remember the lesson when looking at this novel gift. Teachers' thoughts and time need to be constantly employed to prepare visible illustrations, so that the words they teach may enter the heart with greater force.

X

Benevolence

BENEVOLENCE is defined as "the disposition to do good." From observation, I firmly believe this disposition to be inherent in every child that is enrolled in the primary class; an important duty devolves upon the teacher to bring it forth into action. Some one may ask, "Why should this characteristic be developed in very little children? Why not wait until they reach years of maturity?" Simply this: upon these little ones will one day rest the responsibility of carrying forward the great benevolent and missionary work of the church. In our classes may be sitting not only the merchant princes of the future who will give largely to this work, but possibly some who will bear the gospel to distant lands. Woe to the primary teacher who does not early enforce and keep constantly before the children the subject of doing good to others!

How can we best present this important subject to the little ones? It is not enough to pass the contri-

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bution-box every Sunday for them to put in the pennies they have brought. Does the child clearly know why he has brought his penny? Some children, when asked the question, reply, "'Cause teacher said we must," or "I guess it is to pay the teacher," or "It is to buy our papers." Teachers should explain again and again the true spirit of giving. Impress upon the child's mind and heart that God wishes us to love and help those who have little or no food and clothing, those who have no churches, schools, books, nor papers, and who have never heard of the Saviour's love. Teach him that Jesus said we must go into all the world and tell all people about him. Explain the work of missionaries, and why it takes so much money to send them far away to teach others. Every Sunday, in connection with the act of giving, there should be some simple exercise, consisting of Bible verses, song, and prayer, that will bring out the spirit of giving. It would be well, at the end of every quarter, to have some general missionary exercise and a lesson, together with a report of the class contributions. At this time letters should be read from those who have received the recent gifts of the class.

1. I have formed my entire class into a mission band, which is connected with the foreign missionary society of our own denomination. I am the president of the band, one of our secretaries acts as treasurer, and the scholars form the membership. This band has been in existence above twenty years. During this time it has yearly supported a little girl and boy

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in India, besides expending an equal amount in missionary work in this country, including such objects as hospitals, orphanages, Indian and freedmen's schools, and Sunday-schools on the frontiers of our country. This money has been raised by means of four small tin boxes, which have been distributed weekly. Sometimes they are given out to the scholars in alphabetical order; at other times, all who wish the boxes are asked to raise their hands, and the teacher then makes a selection. Two boxes are given to the boys, and two to the girls. They are securely locked by the secretary, and are opened by him upon their return. Each child is allowed to retain a box one week, in order that during the year every one may have the opportunity of helping in the good work. Upon each box is pasted a paper with the following instructions:

The F. L. Robbins Mission Band is composed of all the children of the primary class of the Oxford Presbyterian Church.

One of these boxes is taken home by some one of the children every week, and should be returned upon the following Sunday. It is much better for the children to earn and lay aside money for missionary objects, than to depend upon the help of others. If parents are anxious to help the children, they can find ways of encouraging them to earn and save their pennies for the mission box.

The mission band is pledged to give sixty dollars a year for scholarships in mission schools in India; it also contributes to home mission work, such as helping Sunday-schools in the West, freedmen's schools, the hospital, and the orphanage.

Be sure to bring this box back at the right time.

Only one week for each scholar.

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In this school all the money brought by the children is given to benevolent objects. The church supports the school as part of the church work.

However needy a church may be, I think it would be the better plan for the little ones to call all their money missionary money, and make from it a donation to their own church, if necessary, just as they would to any other worthy object. It would tend to make them selfish if all their money should be spent on themselves or their own church.

Every Sunday the boxes are returned, and during the exercises a few moments are allowed for a missionary exercise, which consists of Scripture recitations by teacher and scholars, the announcing of the amount contained in each box, the distribution of the boxes to other children, a prayer for God's blessing upon the gifts, and a closing song. Sometimes a few moments are taken in talking about the importance of giving to Jesus, and in suggesting ways by which money can be earned and saved for this purpose.

I have for years encouraged the children to earn, or to save from their weekly allowances, whatever they give to God. I try to make them understand that such is far more acceptable than to give what has been presented to them by parents and others; and as a further encouragement, I have often told them of the ways in which others have earned money for this cause. Many of the children have adopted the plan of having two purses, one called "the Lord's," and one their own. They conscientiously divide their earn-

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ings and allowances between the two, and always have funds when the mission box comes to them.

At the end of the quarter, on review Sunday, a short missionary lesson is given; the report of the collections for the quarter is placed upon the board, and the money is voted away by the scholars. Letters from home and foreign fields are read at this time.

I do not offer prizes or rewards to the scholar or class bringing the most money. Circumstances vary so much in the homes that all cannot compete for prizes.

We have so formed the habit of speaking of "pennies," and singing "Hear the pennies dropping," that I sometimes think children may believe that any larger sum would not be acceptable. Let us consider thoughtfully if it would not be advisable to change this word "penny" to "money."

2. In addition to these special methods of benevolence, there are the regular Sunday collections, which all the children are expected to bring and deposit as their names are checked upon the roll. An accurate account for each child is kept, and is sent every quarter to the home, on the report card, in order that parents may know whether all the money reaches the school-room. In the city, many pennies that leave the home as missionary gifts find their way to the candy-stores; parents should know of this.

3. The Christmas festival benevolence has been for some years quite a feature in the class. There is

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the usual offering, for the orphanage, of an apple or a potato from each child. In addition, gifts are brought for some school for freedmen in the South.

I distribute early in November large paper flour-bags, upon which is printed the name of our class and the name of the freedmen's school, and a list of such articles as should be placed in the bag,—as clothing, books, games, toys, candy, etc.,—with a request that the bags be returned upon the first Sunday in December. The children are much pleased with the bags, and they furnish a constant reminder to their mothers of what is expected and when it is wanted. On the appointed Sunday the bags are returned. It is a beautiful sight to see nearly three hundred little ones walking into the class-room with these well-filled bags, nearly as large as themselves.

The bags are emptied and the contents made into large packages, which are forwarded to the South in time for the Christmas festival of a needy school. The bags are saved to do duty again another year.

The letters that come in return are sufficient reward for the self-denial of the little ones. Sometimes the children place their names upon the articles sent, and often receive personal letters of thanks.

4. Another method of benevolence at the joyous Christmas-time has worked well in our school: the collecting of games, toys, and clothing, and their distribution to the neglected in the courts and alleys of the city. Sometimes the children have gone with their teachers, and distributed the gifts with their

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own hands. I see no reason why the same plan could not be adopted in the country as well as in the city.

I do not believe in entertainments to raise money for benevolent purposes, even if less is obtained by other methods. It is too disturbing to the regular work of the class. If children, when little, are taught that this is the way to raise missionary money, they will not readily forget it, and in after years they will only contribute under similar pressure.

The following exercise has been used with profit in my class :

MISSIONARY EXERCISE

Teacher. What does the Bible say about the heathen?

Scholars. " Their idols are silver and gold, the work of men's hands. They have mouths, but they speak not : eyes have they, but they see not : they have ears, but they hear not : noses have they, but they smell not : they have hands, but they handle not : feet have they, but they walk not : neither speak they through their throat."

Teacher. Who are like unto them?

Scholars. " They that make them are like unto them ; so is every one that trusteth in them."

" We come to ask our Father now, that eyes be made to see,
And hearts to burn, and lips to say, What can I give to thee?
We are a little mission band, with hearts right brave to do ;
We'll give to Jesus all we can, and prove our love is true."

Teacher. What should be the measure of our giving?

Scholars. " Freely ye have received, freely give."

Teacher. What kind of a giver does God love?

Scholars. " The Lord loveth a cheerful giver."

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Teacher. What does the Bible say about giving and receiving?

Scholars. "It is more blessed to give than to receive."

Teacher. What does it say about the liberal soul?

Scholars. "The liberal soul shall be made fat."

"We bring the bright pennies;
They're little, we know,
But love going with them,
Great good they will do."

(The pennies can now be taken, unless they have been gathered before the session.)

Song. "Hear the pennies dropping."

Teacher. Does Jesus know what gifts we have brought him to-day?

Scholars. "Jesus sat beside the treasury,
Saw the pennies as they came,
Knew the hearts that loved to bring them
For the sake of his dear name."

Prayer. "Jesus, bless the ones we brought thee;
Give them something good to do;
May they help some one to love thee;
May we love thee too."

Recitations.

1.

"We know we're little, and our store of pennies is but small,
But then we want to give e'en these to God, who giveth all."

2.

"'Help one another,' a penny said
To another penny, round and red;
'Nobody cares for me alone;
Nobody'll care when I am gone.
But we'll stick together, and we'll grow in time
To a nickel, or even a silver dime.'"

XI

Finances

IN this chapter I wish to speak not only to the primary teacher, but also to superintendents, pastors, and church officers.

There are persons who imagine because the children of the primary class are small their wants must be next to nothing; and that it is perfectly right to permit the teachers to pay for the things needed out of their own pockets. I wonder if teachers ever keep an account of the many small sums spent on the class during the year? If so, they have, no doubt, been much surprised at the sum total of these "small expenses."

We often hear teachers say, "We need many things to make our class attractive, but there is no money." This custom of short allowances to the primary class is not confined to mission schools; it is more prevalent than it should be in our wealthy churches.

What is the duty of the church authorities in this matter? Clearly the same as that of the head of the household, who provides the food and clothing.

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Is there any good reason why a parent should bear the expenses for the secular education of the child, and be unwilling to do anything toward its religious education? Parents never complain of paying taxes to support secular schools. It is certainly no less a duty that they should willingly bear their part in the expense attending the religious education of their children.

Is there any rule of justice or of Christianity that will permit a teacher to give time, strength, brains, and heart to this loving work of teaching the children of the church, and then graciously allow him the privilege of paying the expenses? This is frequently the real state of the case, even in schools of some financial ability. I hold that primary teachers should not be permitted to spend a single dollar out of their own pockets for the carrying on of this work. If they desire to aid in bearing the expenses of the school, let them contribute to the general fund in the same manner as any scholar, parent, or friend would do. They should carefully keep an account of *all* the expenses incurred in the work, and present the bill to the treasurer of the Sunday-school for payment.

There are four ways in which to meet primary-class expenses.

1. By an allowance from the church or school funds. I believe that the church should assume all the expenses of both departments of the school. They should be paid out of the same fund that pays the pastor, the chorister, and the sexton. I have

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seen some schools where the primary class was expected to raise money for its own expenses, give to missions, and perhaps help pay the church debt.

I should like every child to feel that the church is a real home to him or to her. The wants of little ones should be met and supplied in the same manner as the other needs of the Sunday home. Every church should take sufficient interest in the training of the children committed to its care to know what they require, and to provide the means for meeting every want. Where a school is supported entirely out of the church funds, it tends to bring church and school nearer together—to make the children to feel that they belong to the church, and the church to feel that the children are really its own.

In the church with which I am connected, the Sunday evening collections are given to the Sunday-school; and if these are not sufficient, friends and parents are solicited for additional contributions—those only being asked who do not work in the school. This plan has worked very satisfactorily for many years.

2. By contributions from the parents and friends of the school. There are many parents who would gladly give if they were approached upon the subject and a plain statement of the wants laid before them. Some parents imagine that a Sunday-school is, like the gospel, literally free, and costs nothing; that they are conferring a favor by allowing their children to attend the feast provided out of the slender purse of the

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teacher. In reality the favor is shown by the faithful teacher, who gives so freely of her time, strength, brains, and money to the training of the children of the church.

Parents whose children are connected with the class should be asked to give. I believe they would appreciate it more if the privileges their children enjoy cost them a contribution every year. I have found this so by experience. A very successful way of reaching the parents through the children was tried by a teacher some time ago. A package of envelopes, on which was printed a request for the home to help bear the expenses of the class, and asking for a contribution through the envelop of not less than five cents each week, was given every quarter to each child. Most of the parents cheerfully responded to the appeal, and in a year the aggregate was sufficient for a liberal expenditure.

3. Sometimes, when the first and second plans are not successful, recourse is had to various kinds of entertainments to raise money. Of course the children, who are always ready for any excitement, are very willing to help, either by taking part or by selling tickets. There is only one advantage to be derived from this plan: it often creates in the parents, for a short time, a greater degree of interest in the class, and it advertises the class in the neighborhood. The disadvantages are very great: during this time the class is excited and disorderly; children's minds are diverted from the study of God's Word; and little

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ones, who should be kept in the background, are made bold by appearing in public. I believe it to be the unanimous opinion of teachers that this method of raising money is very wearing to their nervous system, and is justifiable only in extreme cases. The real work of religious instruction should not be interfered with, even for the purpose of raising funds to carry on the work.

4. The last and most undesirable way is to take the money which the children have been encouraged to bring every Sunday for missionary objects, and spend it for lesson cards, papers, and other helps. Every penny should be appropriated to the object for which it was designed when brought by the children, and the children should always be told to what benevolent objects it has been given. A better way is to let them have a vote on the subject, in order that they may have a deeper interest in the work. If they know that the church cares for their wants they will do all the more for the cause of missions. Should the little ones help in the church expenses? No; not regularly. A case might arise where a church being in debt for its building, the children might then give out of their mission fund to help pay for the Sabbath home in the same spirit that they would give to any other needy church and school.

Primary teachers should lay the wants of their class before the superintendent and church officers, and endeavor to enlighten them as to the needs of the

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little ones. If the authorities are doing all they can in the matter the teachers should not unduly press them.

It has sometimes been asked, "How much should be spent on the class?" There is no rule which will apply to every school. Circumstances and location create different needs. From my own experience, and the information I gather from others, I am led to believe that a contribution of one dollar a year for each scholar would be sufficient to purchase lesson papers and cards, provide for the Christmas entertainment, and allow for the purchase of one or two adornments for the room.

XII

Singing

A PROMINENT Sunday-school worker lately said to me, "There is nothing new in primary work." Many of our devoted and active primary teachers, as they hear this, will no doubt exclaim, "Where does this man live, that he is unconscious of the rapid advance in our work!"

In this forward movement there is nothing more worthy of our attention than the subject of singing in the class. Let us take a glance backward. I look over my music scrap-book of twenty years ago, and select from it, out of many, only six songs that appear to have been standard favorites in my class at that time: "Jesus, I love thee"; "I am so glad that our Father in heaven"; "I think, when I read that sweet story of old"; "I want to be an angel"; "Far out upon the prairie"; "There is a happy land."

From what sources were these songs gathered? Mostly from the song-books prepared for the older

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scholars. There were no special books for "the little ones"; so a selection was made of such pieces as seemed adapted to their use, but which very often failed to meet their special wants. These few old songs, together with others, while they will never outlive their usefulness, are "out of style" to the present generation.

Has there been any improvement over these? I think so—not only in the style of the music, but especially in the simplicity of the words which are used to present the great truths of the Word of God.

There is no part of the order of exercises that is so useful, and at the same time so much abused, as singing. For what useful purpose do we sing? (1) As an act of praise to God; (2) as the means of teaching Bible truths; and (3) as one means of putting in exercise the activities of restless bodies. In what way is it abused? (1) When used as a means of showing off children to visitors; (2) when used as a means of filling a gap.

Some teachers say, "When everything else fails, we can sing." True; but is this the real object of singing? Is so high and beautiful a gift from God to be perverted from its sacred use just to fill in the time or to entertain visitors?

Prayers that will remain in a child's mind for years, and perchance lead him to Christ, can be taught through the rhythm of song. The lesson hymns in the various lesson helps should be so arranged that they may be sung for an entire quarter to one tune, in

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order that the truth of the lesson, if not received through the Golden Text or the teaching, may find entrance to the heart through the song.

Nearly every child can sing, the exceptions being rare; and often through the week the children will be heard singing the Sabbath songs in the hours of play or work. Many a home has been brought to Jesus through the sweet songs of childhood. How very important it is that we should teach only such hymns as are truly spiritual!

I never intend to teach a song just because "the music is so pretty." I select a song primarily because it teaches one or more spiritual truths. If I want to bring to the children the great truth of the Trinity, how can I do it better than to teach the Creed song, "I believe in God the Father," in "Songs for Little Folks"? How can I better impress upon their hearts the work of the Holy Spirit than to teach the sweet song, "Soft and low," in "Little Pilgrim Songs"? If I want to teach the love of Jesus, and his willingness to receive them, how quickly they will learn from that sweetest of songs, "Room in thine arms, dear Jesus," in "Silvery Echoes"! If I wish to teach them to trust in God, the snow-bird song commencing, "What will you do?" in "Infant Songs," will impress it very simply and forcibly on their minds.

Song-Books.—Many of the books prepared especially for the primary department have proved to be filled with most excellent pieces; there have been many others that should never have been printed.

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In the Appendix will be found a list of the most valuable ones, from which teachers can make their own selections.

But even from this array of books it is impossible to select one that will answer for all teachers and all classes. The model primary song-book is yet to appear, and it may take another generation of faithful workers to produce it. And yet every teacher can have a model song-book. It can be obtained only through much thought and study. A teacher who desires to make a model book should purchase a large scrap-book, several sheets of music-paper, and many song-books. A good pair of scissors, a bottle of mucilage, a pen, and, lastly, a brain capable of selecting from all this material just what is needed for the particular class, will in time prepare a model book. Where teachers do not care to mutilate these books, the songs can be copied upon the music-paper and pasted to the short leaves in the scrap-book. This book should be carefully indexed; it will be worth all the time and money spent upon it. This is far better than to use many books at each session. I recently saw twelve different song-books on a piano, every one of which was used during the session.

In making a selection of pieces it is necessary to prepare for the following parts of the program: praise songs, prayer songs, marching songs, motion songs, birthday songs, missionary songs, songs for special days, and closing songs.

I firmly believe in teaching the children the stan-

Singing

dard songs of the church. We often sing "Coronation." The tune "Webb" is a great favorite. To this we sing the words, "Oh, happy were those children," and "Our dearest friend is Jesus."

Teaching Songs.—How shall songs be taught to children? If the children are very small and cannot read, the songs must be taught line by line and thoroughly explained. If the majority of the class can read, as is often the case, the better way is to stencil the words on paper or muslin and display them before the class.

For my use I buy white holland, forty-four inches in width. This is so thick that both sides can be printed. On this I stencil the words in black or red ink, using letters one inch in length. I do not use more than three verses, often only two. The song is then attached to a spring curtain-roller and placed in front of the children.

I have found a better way than tacking the holland to the roller, namely, to tack to the roller half a yard of holland which will be permanent, and then to this stub pin the songs when the changes are made.

Another way is very successful: place a small pulley at the top of the room, and through this run a cord, by which the song to be used can be raised to its proper height. This keeps only one song in sight at a time.

When the hymn is unrolled for the first time, I explain what it teaches, and talk awhile about it. It is read line by line by those who are able to read,

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and a few minutes are spent in teaching it to the younger ones. Then the music is played upon the piano. As this is done, I point to the words, and the children easily follow, connecting the words with the music. After this the leader sings the piece once or twice; then the children are asked to join her in singing, and, after thus running over the hymn a few times, the children have learned it. It is sometimes a good plan to try the boys on a new piece, then the girls, and then all together.

Do nothing else at the time of singing. Some teachers take this opportunity to distribute papers, to collect money, or to put on wraps. This tends to irreverence. Impress upon the children that singing is as much a part of worship as prayer or the reading of the Scriptures.

What qualities should a song suitable for this class possess?

The words are of the first importance, as they will live longer in the child's memory than the music.

1. Words of Scripture, or, as near as possible, those which embody the thoughts of Scripture.

2. Words that teach praise and devotion, and are simple. I do not mean by this many of the too childish words that are used. Boys of eight or ten years of age are not "little lambs," and, as a rule, they will not sing pieces on this order.

Music.—Let this be appropriate to the words. Let it be within the compass of children's voices. Chil-

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dren in the primary class cannot sing above C without difficulty. The boys know this, and stop when the notes run higher; and then we wonder why they do not sing. They are not to blame. The music-composer is to be blamed first, and then the teacher for selecting the tune.

Children enjoy songs of "marked rhythm," especially marching songs. They also like songs in which the harmony has "gentle and simple modulations." They do dislike "rapid and abrupt changes from high to low notes."

Children love the old songs more than we give them credit for. When they are asked to choose a song, is it the one they last learned, or the old familiar song? For this reason it is much better to use on anniversary and festal occasions very familiar pieces, as they will be rendered much better. Some songs will never wear out, and, when once stenciled, will last for several successive classes.

Thorough Explanation.—If children learn the words of a song incorrectly, it is the teacher's fault. The words of every song should be *very carefully explained*. A boy went home and said, "Oh, we had a splendid school, except that Jesus was not there." His mother said, "How do you know that, dear?" "Because he was out calling and, of course, he was not there." "What makes you think he was out calling?" "Because they sang it over and over: 'Jesus is calling, is calling to-day.'" Who was to blame for this?

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Lettering Songs.—The Rev. E. M. Fergusson, of New Jersey, gives these hints in the "Sunday-School Times" for lettering:

"1. *Ink.*—Use Thaddeus David's 'Letterine.' If this ink cannot be procured, ordinary washing blue, thickened with mucilage, will do.

"2. *Brush.*—A red-sable pencil; it is long, fine, and stiff, and enables one to letter rapidly.

"3. *Right Letters.*—Back-hand italics are the easiest to make quickly and plainly.

"4. *Lines.*—Rule on the table—not on the muslin—or on a manila top held on with thumb-tacks. Have lines as close as two inches; two and a half is better. Make the lines clear and black, or they will not show through the muslin."

Stencils.—Every teacher should own a set of one-inch or inch-and-a-half stencils. They are not expensive, and last for years.

The rubber-type sign-marking letters are more cleanly to use, but more expensive. Teachers who can afford them will appreciate them. (See Appendix.)

Home Work.—The aid of parents can be secured in teaching new songs: (1) by printed orders of exercises, which the children can take to their homes; (2) by the use of the "Simplex Printer," or any form of duplicating by means of which many copies can be struck off at a very small expense and sent home by the children. (See Appendix.)

While there is very much of good in the songs that

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have been composed for the little ones, there is also much that is unfit to be presented to them. The primary song-book of the future will be devoid of meaningless words and light and trifling music. In its songs the truths of the Bible will be taught in simple words and set to sweet music arranged within the compass of youthful voices.

XIII

Kindergarten Class

TEACHERS who are compelled to teach children ranging from three to ten or eleven years of age often ask, "What shall I do with the *little* tots in my class?"

The experience of one who has been similarly situated may be of value to others.

In my class the children range in age from three to eleven years. I have vainly tried to hold the attention and instruct fifty little ones and at the same time teach two hundred older ones. The smaller children will nod their heads, fall from their seats, or make some other disturbance; they require the constant care of an assistant. After looking carefully into the possibilities of using some of the kindergarten methods in imparting religious instruction, I became firmly convinced that here was a solution of the problem. I therefore determined to introduce so much of this method as I felt I could use to advantage. I adopted only such appliances as I found to be helpful. I do not believe it to be practicable to use

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all of the kindergarten appliances in teaching religious truths.

The kindergarten method of giving a lesson is epitomized in what Miss Susan E. Blow calls "the summary of the process of development" in her book "Symbolic Education":

"I. The point of departure is usually some actual experience of the children.

"II. The experience is reproduced in pantomime.

"III. The pantomime is interpreted by word and music.

"IV. The dramatized experience is shown in a picture.

"V. The picture is a mirror wherein the child sees himself.

"VI. Conversation on the subject illustrated in the play brings its entire circle of activities under the focus of circumstances.

"VII. Stories and poems having a related context are used to deepen and spiritualize the central idea embodied in each play.

"VIII. Pictures representing the subject of the play in a truly artistic form are hung upon the walls of the kindergarten, and create a spiritual environment, from which the child draws spiritual food.

"IX. The child is encouraged to reproduce with the kindergarten gifts and occupations the facts and processes illustrated in his games. Activity recreating his experiences, he both interprets them to himself and stamps them upon his own individuality.

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"X. Related games are thrown into a series and played in sequence.

"XI. Each circle of experiences, pantomimes, songs, pictures, stories, and poems is organized into a living and developing unity by recurrences to the original experience and play from which such circle has been evolved."

Mrs. W. F. Crafts says: "In brief, in teaching a lesson to little children: 1. Begin the lesson with something familiar, something already known. 2. When possible, let the experience be represented by so-called 'motion exercises,' better named 'finger-plays' or 'games.' 3. A little song or rhyme which describes the experience. 4. A picture shown representing the experience. 5. The child seeing himself in the picture. 6. Conversation on the experience or incident which in the beginning of the lesson formed the point of contact. 7. The lesson story. 8. Best possible pictures illustrating the lesson given to the children and also placed upon the wall of the class-room. 9. The children are given some simple material by which they can express their impressions. This may be done by drawing upon the blackboard, work at the sand-board or with blocks, or by sewing-cards to be done at home through the week. 10. Children are led to see how the truth they have been considering is related to the words and deeds all through the week. 11. A rapid review of the whole lesson.

"A primary Sunday-school teacher would do well

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to take the 'summary,' as a chart, and in the preparation of each lesson endeavor as nearly as possible to fit the construction of the lesson to it. It is based upon a thorough knowledge of how the mind of a child acts. It reduces psychological laws to psychological practice. To teach in any other way, as by rote, does violence to the whole mental make-up of the child. To teach truly, that is, in accordance with the way a child thinks, is the best thing a Sunday-school teacher can get from the kindergarten. It is far above and beyond the question of materials. Indeed, a teacher may make use of kindergarten materials and have nothing at all of the kindergarten in her practice, but she may have, on the contrary, a method exactly opposed to it. When it is possible to do so, primary Sunday-school teachers should take a regular course in kindergarten training. But those who cannot do this should at least frequently visit kindergartens and be diligent readers of books on the subject." (See list in the Appendix.)

A thoroughly trained kindergarten teacher once told me that I had "a so-called kindergarten class." I will grant this. Many trained kindergarten teachers are so very zealous of the name that they would like to see this Sabbath-school class called the "A class" or the "sub-primary"; but I much prefer that it should be called by the name which Mrs. W. F. Crafts has suggested, namely, "Bible kindergarten." Mrs. Crafts says: "The kindergarten *idea*, not the kindergarten itself, is sure to find a lodgment in the primary

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class of the Sabbath-school." She also says: "The kindergarten methods are the best by which Bible lessons may be presented to little children."

It may have been a mistake at the outset to appropriate the name for this little class, for it cannot possibly be taught during one hour a week spiritual truths on strictly kindergarten lines; but the name has come to stay, notwithstanding the protests of many. The term "kindergarten" has come to have a generic as well as a specific meaning.

One writer has said: "We are always glad to do what we may to carry religious influences into the day-school, but none of us wish to reverse things and bring the influences of the week-day into the Sunday-school class." Very true; but may we not adopt some of the methods of imparting instruction which are successfully used in the day-school without the secular influences? I believe our Sunday-schools would be far more successful if some of these methods were adopted, such as the better grading of the classes, larger classes, better teachers (and those carefully examined), and the examination of scholars for promotion.

One Plan.—In adapting the kindergarten to the Sunday-school, I selected from the roll all the children under six years of age with whom I desired to form such a class. I obtained possession of the lecture-room adjoining the class-room as the place for holding the exercises. The room was furnished with large chairs, which could be easily moved to one side, leaving a large space for our use.

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I procured from a carpenter six boards, sixteen feet long and twelve inches wide, smoothly planed on both sides. These I stretched from chairs to form the tables. They were ranged on the three sides of a square, reserving the fourth side for the organ and the blackboard. In front of the organ was placed a small table for the use of the teacher and the holding of the sand-board. The seats were made of boards sixteen feet long and ten inches wide, and the up-rights, twelve inches in height, were fastened by hinges, so that they could be folded underneath the boards. By this arrangement all the boards comprising the tables and benches could be packed away in a hall during the week.

Some teachers prefer to dispense with the tables, and form the children in circles, having a table in the center, on which they place and handle all the objects themselves, not permitting the children to do any of this work. I am coming to believe this is much the better plan. Mrs. W. F. Crafts suggests that where tables are used "the blackboard should be ruled in one-inch squares to correspond with the ruling on the tables."

The little ones composing this class enter the school-room at the same time as the older ones, and are marked by the secretaries on the general roll-book. They sit in special seats in a section near the door which opens into the kindergarten room. They remain with the main class during the thirty minutes of the opening exercises. Before they leave the room

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they sing one of their songs, and all who know the Golden Text come singly to the platform and repeat it in the presence of the class. They then march by music out of the room, to which they do not return. They are dismissed for the day when the kindergarten teacher is through with them. If late, they have the privilege of going directly to their own room at three o'clock; but, as a rule, they are all present during the opening exercises of the primary class at 2.30 P.M.

Program.—The program consists of motion exercises and songs, occasionally marching around the seats, the exhibition of cards which have been worked during the week, and sometimes the spelling of a text with letters, and also the use of the blackboard and sand-board.

The Lesson.—The lesson is always the one in the regular course of the International Series. I believe every one of these lessons may be taught to very little children. I have no sympathy with kindergartners who prefer to teach nature lessons in the Sabbath-school in the place of lessons from God's Word. I believe that we cannot begin too young to teach the Bible in a simple, interesting, and instructive manner. In every lesson there is at least one simple truth that may be brought to the minds of very small children, by the words of the teacher, the blackboard, the sand-board, pasteboard letters, or the little card to be worked.

The Letters.—I purchased several thousand bright-colored pasteboards, three quarters of an inch square,

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on which were printed black letters. If I wish to teach the text, "God is love," I arrange these nine letters in a little paper box, one and one half inches square, in reverse order. After talking a little upon the subject, I ask all who can find the letter G, which I am marking on the blackboard, to take it out of the box and place it upon the table in front of them; then the letter O; and so on till the text is finished. Then another little talk upon the text to complete the lesson.

The Cards.—At the close of the lesson a card is given to each child, on which is a text, which has first been drawn and then copied on a hectograph. Sometimes dots are placed at short distances as guides for the insertion of the needle. The scholar is asked to take the card home and during the week to work the text in colored cotton, silk, or worsted, and return it upon the following Sunday for the teacher's inspection.

All through the week, as this card is being worked, the lesson is being brought afresh to the child's mind; and members of the family, watching the task, are also receiving the text into their hearts. These cards are carefully preserved by the teacher, and at the end of the quarter are fastened together by a bright-colored ribbon, and returned to the child as a keepsake. (See Appendix.)

Teachers who are unable to purchase the published cards for sewing can make very acceptable ones after their own designs. Make the drawing the size you

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wish upon ordinary paper. Place this drawing on the top of a few cards, and then put them all on a sewing-machine. Use a coarse needle, taking out the thread ; make a long stitch, and stitch around the edge of the drawing. Take the work out, and you have several cards perforated ready for use. Teachers can make good use of a mimeograph or simplex printer for making copies of these designs. (See Appendix.)

The Sand-Board or Sand-Map.—This is quite an interesting feature. A board about a yard square, with a raised edge, and painted blue, is laid upon the low table. On this are placed about ten quarts of molders' sand, slightly moist ; with this the teacher can form mountains, valleys, and, by the help of little wooden blocks, can build villages. Pieces of mica, tin, or broken mirrors can be used to represent lakes and rivers. A large tin tray could be used in place of the board.

Mrs. Juliet Dimick Dudley, who has had much experience in the use of the sand-map, gives these valuable suggestions :

"Board.—Four feet six inches long, two feet six inches wide, with a raised edge of one inch.

"Surface.—Painted a bright blue to represent the sea.

"Sand.—The best is the new molders' sand from an iron-foundry ; fifty pounds will be sufficient.

"Maps.—Outline the map, either Palestine or Paul's travels, on stout brown paper the size of the board ; carefully cut out the pattern of the water. Fasten

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this water-map to the board with pins or thumb-tacks, and fill in with damp sand the spaces which were cut out. The paper can then be removed. Blue cambric can be used for the same purpose, and allowed to remain, saving time."

Objects.—Paper boats can be pinned at various places on the water. For rivers and lakes use bright tin-foil. Teachers will have to make their own objects, such as trees, boats, houses, etc., as there are none for sale. Figures of persons can be cut from the lesson cards and mounted upon blocks.

Blocks.—Kindergarten blocks, which can be purchased at any toy-store, are very useful in building temples, houses, villages, and city walls. (See Appendix.)

Stencil Pictures.—These are very useful for teachers who are not experts at drawing, and can be purchased in great variety and at small expense. (See Appendix.)

XIV

Graded Classes

UNDER the present plan of organization, it is possible to have three distinct grades in nearly all primary classes of any size, namely :

1. Children from three to six years of age.
2. Children from six to nine years of age.
3. Children from nine to eleven years of age.

Each grade needs exercises and teaching particularly adapted to it.

In the public schools there would be several grades covering these same ages. Should we who aim to teach the greatest of all truths be less careful than those having charge of public schools? I think we often lose sight of the fact that the "Sunday-school is, and must be, a *school*." In the public school the pupil has his proper place assigned to him by the principal ; he has no choice in the matter. The Sunday-school will never do its best work until it has well-defined grades, in which pupils are placed to

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take up a systematic course of study, after some preliminary examination.

Cannot primary superintendents learn from the public-school system that they also need a systematic plan from the foundation? A child, upon entering the public school, has ever before him the incentive of promotion; for this he works and studies, is frequently examined, and finally promoted. Cannot some such system be introduced into the Sunday-school, and has not the time arrived for the primary department to take the initiative step?

A wise teacher has said that this system is needed in the primary department for these reasons:

"1. Children of about the same age and intellectual development should be in the same class, as they are in secular schools.

"2. They need the presentation to them of such truths only as are adapted to their needs and understanding.

"3. They need only those methods of instruction which are in harmony with the way in which pupils of that age must gain knowledge."

The easiest manner of grading the class is to apply the age test. Yet this would often prove a failure if we made it the only test. There should also be an educational test for passing from one grade to another.

An Attempt.—Where it is impossible thoroughly to grade this class, there should be an incipient grading by placing the scholars according to age—the young-

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est in front, the next age behind them, and the oldest ones in the rear. When so seated, the teacher should require from the second grade lessons more difficult than those from the first, and the lessons of the third grade should be in advance of those of the second. In a class so seated and graded many of the lessons in the "Classification of Primary Studies" (p. 137) could be taught either from the platform, or by individual teachers if the class is subdivided.

The best arrangement would be to have these grades under the supervision of the superintendent of the primary department. It would be well to have them in three separate rooms; this, however, can seldom be accomplished. Many schools might be able to have the three grades in one room, separated by curtains. By this arrangement the grades could join in the opening and closing exercises, and have a portion of the time for their separate teaching and exercises. It is always possible for these three grades to be in one room learning the supplemental lessons belonging to each grade without interfering with one another.

Supplemental Lessons.—In addition to the teaching of the lessons selected by the International Lesson Committee, every pupil should be taught other portions of the Bible which have come to be considered fundamental to a child's knowledge of the Scriptures. The selected lessons touch these only at long intervals, but they are so essential in laying the foundation of religious instruction that they need to be reviewed

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nearly every week. Specification of these is not necessary, as they may be found in the "Classification of Primary Studies."

How Taught.—The superintendent should allot a few minutes of every session for such teaching. The teachers of divisions or classes should also be allowed a few minutes for this work.

The scholars should have these in some printed form, so that the parents could teach them in the home. (See "First Steps for Little Ones," in the Appendix.)

The Commandments.—These should always be in sight, either in the printed form which is for sale by all houses which furnish Sunday-school requisites, or stenciled upon muslin or paper. A short exercise explaining the origin of the tables of stone is helpful before repeating the words. If the teacher is not able to use this exercise weekly, at least ten minutes a month should be devoted to it.

The Beatitudes.—The words of our Saviour as found in the Beatitudes can be procured printed upon muslin. They are printed in two colors, so arranged that the teacher and scholars can alternate in the recitation. Monthly drills in these will be beneficial.

The Twenty-third Psalm.—This beautiful shepherd-psalm of David should be taught to every child, and repeated at least once a month, if not oftener. (See Appendix.)

The Books of the Bible.—The child should be taught more knowledge of the Bible than can be imparted through the regular lesson of the day. He

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should be informed about the origin of the sacred books—how their contents were imparted to the holy men of old, and all the steps which led to the construction of the Bible as we have it, from the earliest writings down to the later translations. He should be taught to repeat the names of the sixty-six books of the Bible, and to become so familiar with them as to be able to turn to any book. A drill of ten minutes once a month will give a great amount of information to the primary scholar, which no other department of our schools at present furnishes.

One of our most prominent Sunday-school leaders says: "If the child does not receive this knowledge about the construction of the Bible in the primary class, he will never get it till he reaches heaven." He intended to convey the thought that other departments would not do this work. In my class I use an interesting exercise on the books of the Bible, which is enjoyed by old and young. (See "Books of the Bible for Beginners," in the Appendix.)

The Creed.—Those who have objections to teaching the essential doctrines of the Church in the form of the Apostles' Creed will find a simple form, set to music, and accompanied by motions, in "Songs for Little Folks," the first line of which is, "I believe in God the Father." Children love to sing this hymn, and it teaches important gospel truths.

These supplemental lessons should be studied gradually and systematically during the time the child is in this class; examinations should be held every year,

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and a final examination before promotion. Would it not be quite an incentive to the child to study if he knew that promotion depended upon a successful examination? A certificate of such examination, entitling to promotion, would be a prize of great value for many years.

Promotions.—When children reach the required age it is much better that they be promoted. Some teacher may ask, "Should they be promoted if they have not learned the required lessons?"

I reply to this that it will be an exceptional pupil who, having passed through all the grades of the class, is not qualified when he reaches the age limit. Even should there be no instruction at home, the frequent reviews in the class would give this knowledge; and it is far better to promote even on an imperfect examination than to retain a pupil so long that he feels he is staying in the "baby class."

A teacher writes: "I promote when my scholars are ten years of age, and can read in the third reader, and have committed to memory certain supplemental lessons, and have regularly recited the Golden Text for at least one year."

Perhaps the majority of schools have about this same method. In theory I believe every child when promoted should be able to find the place and to read with ease in the Bible:

1. Because a child who cannot read has no place in a class where each member is expected to have a Bible and to read from it.

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2. A child should be qualified at the age of ten for promotion; to remain beyond this period results in a loss of interest on his part.

3. A child should cultivate the habit of reciting at least one verse every Sabbath; otherwise he will find it difficult to take up the allotted task of a greater number of verses in the higher departments.

The scholar should repeat all the required lessons to the superintendent. It will add greatly to the interest of this work if the individual child, or a number of children, should be required to recite all the lessons before the class on the day of promotion.

The Teacher.—Shall the teacher be promoted with the pupils? Circumstances must govern this. Unless the teacher is a faithful student of the Bible and is progressive, she would better remain in her old position. Few teachers are able to comprehend the growth of the child's mind and to keep pace with it.

Preparation for promotion should not be permitted to interfere with the regular work of the class, and it will not if the supplemental lessons have been faithfully taught. The preparation will simply partake of the nature of a review.

In forming a class for promotion, children of the same age and social position should be grouped together. I do not believe it is well for the new class to be composed of children differing much in tastes and social life; they are now to become much like a small family, and in much closer contact than they were in the primary class. Many of these children

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are nearer to becoming Christians when they leave this department than many are willing to believe, and the prime object of the whole work depends very much upon the teacher into whose hands they are intrusted when leaving this department.

Teachers Secured.—At this point a serious question meets both the primary teacher and the general superintendent—"Who is to be the teacher of this class?" The following method has been altogether too prevalent in the past: The superintendent says to the primary teacher, "Miss Brown wants a class of little girls from your department. I want to interest her in the work, and I wish you would select a class as soon as possible." The primary teacher says, "Yes; I have a class just ready to leave, which you may have."

It would be much better to say, "Does Miss Brown know how to teach? Has she had any experience with children of this age? Does she love them, and will she study to interest and instruct them?" Many superintendents would most likely reply to this, "Oh, well! Miss Brown has never taught before, but she will do for children just out of the primary class; besides, it will do her good to teach."

The primary teacher unwillingly yields to the request of the superintendent, and Miss Brown is given the class to "practise on." Result: the transition is too great; Miss Brown fails to interest the children, and in a few Sundays they stand around the doorway, gazing wistfully into the old familiar class-room, and

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sometimes are heard to say, "Can't I come back?" The teacher replies: "Oh, no! you are promoted now. You do not want to be put back a grade, do you?" The child answers, "No; but I don't like my new teacher and the big school."

What was the trouble? Just this: the teacher was not qualified to receive and hold these children whom the former teacher had been preparing for years for this change.

Dr. P. S. Henson wisely said: "In the name of all that is tender in childhood and sacred in religion, we protest against intrusting these young children to incompetents. Many primary teachers, witnessing this 'slaughter of the innocents,' this sad misuse of children who have come to be very dear to them, are reluctant to part with them at all, and so are tempted to plant themselves against the door which leads from the primary department and thus to keep the children beneath the sheltering wings longer than they should."

The question arises, How can a teacher receive the necessary qualification for this work?

1. Every school should have a class in which to train teachers. Teachers can receive valuable help by attending the meetings of a Primary Union, if there is one in the neighborhood.

2. If such does not exist, a very fair knowledge of the method of teaching little ones can be learned by occasionally listening to the primary teacher.

3. A much better plan is for the prospective teacher to become an assistant in the primary class for several

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weeks or months, and be transferred with the new class as its teacher. Work in this class is most excellent training for work in the higher departments. Instruction in all departments of the school should be by the same method as that adopted in this department, but in higher grades.

4. Where a new teacher with no experience has been selected, and must shortly have charge of the class, a good plan is to invite her to sit for a few Sundays in the primary room with the group of children selected for transfer, to become familiar with the manner of teaching and to make the acquaintance of the children. By the time they are transferred both teacher and scholars are like old friends and are better fitted for work in the new department.

I have tried both the third and fourth plans very often, and know that they are quite successful.

Promotion Day.—When the pupils are ready for the transfer and the new teacher has been selected, great prominence should be given to the manner of promotion. This should take place on some special occasion, such as Children's Day, the Anniversary, or at the Christmas festival. Arrange a very attractive exercise, give a public notice of it, and invite especially the parents of the children of the primary class. The parents of the graduating class will be sure to attend. In arranging the exercise, assign some prominent part to the pastor and the superintendent. Have the graduating class take part in the exercise, and present each one with a diploma signed by the

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primary superintendent, the pastor, and the general superintendent.

It would please the scholars to be invited to the house of the primary superintendent for a social gathering, to which the new teacher should also be invited.

Many graduating exercises have been published, but teachers may prefer to make one suited to their own needs. (See Appendix.)

A CLASSIFICATION OF PRIMARY STUDIES

AS AGREED UPON BY THE SUMMER SCHOOL OF PRIMARY METHODS, AT ASBURY PARK, N. J.,
JULY 16, 1896.

WHAT A CHILD 12 YEARS OLD SHOULD HAVE LEARNED.	KINDERGARTEN GRADE. AGES 3, 4, 5.	PRIMARY GRADE. AGES 6, 7, 8.	JUNIOR GRADE. AGES 9, 10, 11.
Bible Stories. Life of Christ. Select Memory Verses. Teaching and Training on: Giving, Temperance, Missions. Ten Commandments. Names of the Apostles. The Twenty-third Psalm. Books of the Bible. The Apostles' Creed. The Beatitudes. Church Hymns. Bible Geography. The Lord's Prayer. The Church Catechism. Church Duties.	Bible Stories. Life of Christ. Children's Prayers. Simple Commandments. Simple Beatitudes. Simple Bible Verses. Verses, Exercises, and Songs on: Giving, Temperance, Missions. Hymns.	Bible Stories. Life of Christ. The Lord's Prayer. Commandments (Con- densed). The Beatitudes. The Twenty-third Psalm. Bible Verses. Giving. Temperance. Missions. Church Hymns.	Bible Stories. Life of Christ. Lessons on Prayer. Ten Commandments. The Beatitudes. The Twenty-third Psalm. Bible Verses. Giving. Temperance. Missions. Church Hymns. The Apostles' Creed. Books of the Bible. Bible Geography. Names of the Apostles.

NOTE.—The Church Catechism was voted to belong to the next higher grade. Church Duties (a catechetical course preparatory to church-membership) was left, so far as not included above, for the pastor and the Junior Society.

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XV

Birthdays

THE person who introduced the recognition of birthdays in the primary class deserves honorable mention. The small gift from the teacher brings much sunshine into the heart of the little one. It may be the only reminder received of this important day, and often becomes a much-valued treasure. Starting originally in the primary class, it has spread into the main department. A short time ago I saw a birthday-box in the vestibule of a church, for old and young to deposit their thank-offerings for some worthy cause.

Here are a few simple suggestions to help make birthday exercises successful.

1. When the child's name is entered on the roll, be sure to learn the day and year of his birth, and enter these also.

2. Be constantly watching for such gifts as will please little people — picture-cards with birthday mottos; silk ribbons with the name of the class and

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a motto; a printed form of birthday letter to be inclosed with a picture-card. The best remembrance is a personal letter from the teacher to the child, making mention of such things as will be of special interest to that child. This should be written on dainty, ornamental paper. I have used the following letter :

“ DEAR — : The Oxford Primary Class wishes to remember your birthday and by the hands of your teachers send you this greeting. We hope that you will have a very happy birthday, and that you will remember to thank your loving Father in heaven for his great kindness in sparing your life for — years. As you grow older we hope that your parents and teachers will be able to say of you, as God’s Word says of Jesus when he was young, ‘ And the child grew, and waxed strong in spirit, filled with wisdom ; and the grace of God was upon him.’

“ Your loving teachers,

“ MR. and MRS. ISRAEL P. BLACK.”

This letter was printed upon a card folder, four by six inches, with a picture on the first page, the letter on the second page, and the following stanza on the third :

“ We’ll ask the Father’s hand
To guide your steps aright,
And lead you safe, through every year,
To his own home of light.”

The children prize these letters among their most valued treasures. Many are replied to, and these replies the teachers file away as being very precious. How eagerly the little folks watch for the postman

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upon this important day, to see if the teacher has remembered them! Some teachers send a small bouquet with a card attached.

3. Inclose with the letter a small envelop on which is printed "Birthday Offering." This is a reminder that the child is not only remembered, but in turn is to remember those who are not so fortunate as himself. The teachers should make frequent references to this gift, so that the child will thoroughly understand its purpose, and save his pennies for it.

4. After the opening exercises of the class, hold up the birthday-box and ask all who have had a birthday during the week, and who wish to remember it, to come forward and drop into the box as many pennies as they are years old. (Some of my scholars bring twice as many.)

5. Let the box be attractive in appearance. I once saw a beautiful blue velvet box, on which, in silver letters, were the words "Birthday-Box." As each penny dropped in it rang a bell, and the class could count how old the child was.

6. After all the money has been deposited, let the children who have given face the class while they sing the following, which is found in "Primary Songs No. 2," page 85:

" Sing again our birthday song;
Sing it gladly, sing it strong.
Birthdays come but once a year;
Sing it, sing it gladly.

Birthdays

Chorus.

“ — years old, — years old,
Here's a gift for each one told.
Place it in the birthday bank;
Give each year a penny.

“ We will praise our Saviour dear
For this life another year;
Jesus loves us every day,
Keeps us by his power.” *Chorus.*

The number of years in the chorus should correspond to the ages of the children. Where there are more than two, use the oldest and youngest ages.

7. After the song, ask all to bow their heads and repeat after the teacher a short sentence prayer, asking God to keep and bless all those who have had a birthday.

8. Let the money accumulate in the box for a year, then it should be voted by the class to some object. I have found the scholars interested in giving it to sick children in the hospitals, as a thank-offering to God for their own health and strength.

Teach your children to send their gift, when absent, or else to bring it the first Sabbath they return. If absent during the summer, and a birthday occurs, teach them to put the money away and bring it when they come back. The day should be remembered, wherever they may be.

The giving to the sick helps them to think of the less fortunate, and trains them in acts of benevolence.

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I believe it to be a mistake to remember the day with a gift to the child, and not teach the child to remember those whose lives need love and cheer.

The birthday-box has become a part of the exercises of the primary class. Let us use it in the spirit of training the children to be thankful and benevolent, and then it will always bring a blessing.

Miss Annie S. Harlow, superintendent of Bethany Presbyterian primary class, Philadelphia, Pa., has used the following birthday letter :

BETHANY SUNDAY-SCHOOL,
August 29, 1897.

[Below this heading are pasted to the letter-sheet eight little figures of boys and girls, in bright colors, indicating the age of the child who has a birthday.]

MY DEAR : —This bright morning these eight merry little people start out with their queer gifts to greet you on your birthday. They come to help you to remember that your teacher loves you, and to think how good God has been to you to spare your life eight happy years. What are you going to do to thank him for all his goodness to you? I love him and try every day to please him, and I want you to. As I cannot visit you myself, I send this big girl [on the side is a picture of a large girl with a basket of flowers] to tell you for me that the Saviour loves you and wants your loving obedience in return. May the great Shepherd keep you and all yours from harm.

Your loving Sunday-school teacher,
A. S. HARLOW.

In the same inclosure is a small picture-card containing the following words :

Birthdays

WISHING YOU MANY HAPPY BIRTHDAYS.

Your loving Sunday-school teacher,
A. S. HARLOW.

Birthday Songs.— In "Special Songs and Services," by Mrs. M. G. Kennedy, on pages 68 and 69 will be found two good songs.

In "Song and Study for God's Little Ones," by Miss Bertha F. Vella, on page 33 will be found a good song.

In "Infant Praises," by J. J. Hood, on page 123 is a most excellent one. (See Appendix.)

XVI

Order and Discipline

TEACHERS soon learn that it is useless to attempt to teach without order in the class. What is order? Is it to have every child sitting perfectly still and upright, like a statue? I think not. Children were not made to assume such unnatural positions for any length of time. I believe that order is best obtained when all the faculties of the child are being brought into play. Give him something to do; engage the mind in thought, the eyes in seeing, the hands in motion, and the order will soon take care of itself. A long time ago I made up my mind to have the order of exercises packed so full of good things that the restless boy would be kept actively employed. Experience has proved I was right, for now I have very little trouble about the order of the class.

There are three factors which enter largely into the conditions for maintaining order: 1. The room. 2. The child. 3. The teacher.

1. *The Room*.—This should be very thoroughly

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ventilated before the session. Open the windows while the children are gathering, even if it should be a cold day. They have their outer clothing on and will not notice it. Close all the registers where heat enters the room; it will keep warm enough. Children are like little stoves; they warm one another. If the room has a bare floor, be sure to have the chairs fastened singly to the floor, or else fastened together in rows. This will prevent much noise. Have all the coats and hats hung on hooks at one end of the room or in a closet provided for this purpose, or placed under the chairs. Collect all the pennies before the session begins, so that they cannot be played with. Permit no passing through the room, especially during the lesson. Ask visitors to refrain from whispering, as it diverts the children's attention. The superintendent should look after all these details, and not trust too much to the assistants.

2. *The Child*.—I am convinced that very much of the disorder in the class is due to the activity of the child, which must find vent in some manner. I once asked a boy why he did not sit still in the class. He replied, "I can't do it; I am so full of spirits." Mrs. J. W. Ford gives a similar experience: "I remember once, when my husband had unduly repressed our little son, that the boy had not heard the gate click after his father's retreating form before he gave a blood-curdling 'war-whoop,' accompanied with a bound which brought him to my feet. I caught him in my arms with, 'Have you gone crazy, darling?'"

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What is the matter?' 'No, no, mama; I'm all right!' was the answer. 'I'm all right *now*, but I should have *died* if I couldn't have let off steam.'"

How to Deal with the Disorderly Child.—Nine times out of ten this will be a boy. What shall be done with him? Find something for him to do. Ask him to help in some way before the session begins, and so let him work off the steam, if possible. Call on him often during the exercises to answer a question or to help hold objects or maps. Ask him to do a special favor for you, namely, to sit in front, so as to be handy when you need his help. This removes him from his surroundings, which may have been the cause of some of his restlessness. Pay special attention to him during the week. Win his affection. The restless boy is generally a big-hearted, generous child who is willing to please. Never suspend a child. It may be well to send a note home by him at the close of the session, but always follow it with a visit. Never threaten to send a note home without doing so, if the disorder warrants it. A restless child is sometimes made to behave if the mother is asked to come and watch him. It is wonderful what a good effect this has on many children.

3. *The Teacher.*—The condition of the teacher has very much to do with the order of the class; she needs to look *within*. A cheerful and self-possessed spirit is soon felt in the class. A gloomy and discontented teacher has no right to teach little children. If a teacher easily gives way to her temper, can she

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expect less of the children, who are the best of imitators? Rule well your own spirit before you try to rule others.

To have good order the teacher needs to observe the following suggestions, which I have gathered from many teachers: 1. Keep in good health and spirits. 2. Reach the room before the children; do not allow them to make a play-room of this part of the church and thus become excited before the session begins. 3. Have plenty of pure air in the room. 4. Do not begin till order is obtained. 5. Do not use a bell; it is conducive to disorder; quiet is needed, not noise. 6. Use the hands in giving orders for the changes in the service. 7. When teaching the lesson, do not stop to call a child to order, as this breaks the line of thought and often causes *more* disorder in the whole class. 8. Do not be suspicious of the children. 9. Do not watch them too closely. 10. Show confidence in them. 11. Make a distinction between viciousness and weakness. 12. Exercise self-control. 13. Avoid coming in direct opposition to a child's will. 14. Show no favoritism. 15. Lead rather than command. 16. Keep pupils busy. 17. Encourage self-respect. 18. Avoid a monitor system.

Some teachers have such a power within themselves that their look, motion, or word will command attention and order at once. Children know when a teacher expects an order to be obeyed, and they invariably take advantage of one who gives an order in a listless, half-hearted manner. A teacher thus

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reports a visit to what was called a "model" class: "During the session of one and one fourth hours three children out of the fifty paid attention to the teacher and the lesson. The remaining forty-seven adjusted one another's hats, nudged each other in the ribs, made paper birds, hats, and boxes from the Sunday-school leaflets, whispered a little, scraped their feet a great deal, threw spit-balls, and pulled hair. The teacher saw none of this, her eyes being riveted on her program, except when disturbed by a flying wad of paper landing on her person. One stern look over the class, and her eyes return again to the paper."

Who was to blame for this state of things? Most assuredly, the teacher. The best-governed classes are those in which attention is seldom called to the order. It is not best to call the attention of the whole class to some trifling disorder which may soon right itself.

Tardiness is a fruitful cause of disorder, for children will turn to see the late-comer. This can be greatly checked by the use of a card, hung in sight of the class, on one side of which are the words, "I AM EARLY"; on the other, "I AM LATE." Have the *early* side in view until after the first song; then let it be turned to the *late* side. Have the secretary keep the names of all who enter the room after the card has been turned, and announce the number before the school is dismissed.

Varying the Exercises.—"The surest way to have an

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orderly class is to have an interested one." Disorder often arises from a desire to change position; therefore vary the exercises and change the position of the children by motion exercises and songs.

Quieting.—Some songs softly sung have a very subduing effect on a restless class. Often a few sentences of prayer asking God to help them to be quiet and attentive have been very helpful.

Mrs. J. W. Ford says: "In the best-ordered primary room there will be moments when the teacher feels her class is but a 'bag full of bumblebees.' What shall she do? *Pound* on the desk, ring the *bell* loudly, begin to scold, or make *police* officers of the assistants, to bring the unruly ones into a momentary subjection? No; the wise teacher, patient and full of tact, will bring from her store of object-lessons and symbols some new figure, with, 'See what I have, children; would you like to hear about it?'"

Miss Mary G. Burdette says: "Like teacher, like pupils. 'Mama, I think Miss Marshfield awfully funny; she is always scolding us children for talking and playing in Sabbath-school, and she makes ever so much fuss herself.'"

Mrs. Faye Huntington says: "The average boy is not apt to do the thing you expect him to do; he is almost sure to do exactly what you expect him not to do; so be on the lookout for surprises, and whatever happens, be calm. Keep command of yourself. Sometimes you ask, 'What is the matter with the children?' Stop a moment and ask, 'What is the matter with me?'"

XVII

Assistants

WHETHER the class is taught as a unit or subdivided, the superintendent cannot do *all* the work ; it is absolutely necessary to have helpers who will be regular and punctual in attendance. Those who come or stay away when they feel like it are of very little use ; in fact, they are a hindrance.

A *helpful* assistant will :

1. Be present when the doors are open.
2. Be in her seat when the children are ready to recite their lessons.
3. Preserve order in the room before the session begins.
4. Mark every child's attendance and recitation.
5. Sing and recite with the children. (Example is very strong on these points.)
6. Be alive to the very first appearance of disorder.
7. Visit during the week the new, sick, and absent scholars.

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8. Keep the superintendent informed of all such visits, and of any interesting incidents connected with the child's home life.

9. Bring to the attention of the superintendent anything that is wrong in the class, and suggest helpful changes.

10. Be impressed with the importance of the work, and realize that she has great responsibilities placed upon her.

11. Be ready to fill the superintendent's place when it is temporarily vacant.

Faults I have Seen in Assistants.—Absenting themselves from the class without informing the superintendent. Sending word when too late for the superintendent to secure other help. Coming in at the last moment, when children have been waiting for some time to recite. Not sending a substitute when obliged to be absent. Not singing or joining in the responses with the children. Whispering with a neighboring teacher. Not visiting absent scholars. Not mindful of disorder during the exercises.

Where to Find Assistants.—Young ladies make excellent helpers, especially if they were brought up in this department. Children take to them more freely than to older people. Young people need the training and discipline which such work will give them. Sometimes, when asked to take a division, they will say: "My mother thinks I am too young to be a teacher; she wishes me to be in a class." The chances are that the lesson as taught by the primary

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superintendent would be of far greater value to them ; and, at the same time, they would be getting the very best of training for future usefulness as teachers. They are more easily instructed in the manner of work and accept suggestions more readily than older people. They also grasp and appreciate a new idea and act upon it more readily than at a later period of life. Such work interests a class of young people who otherwise would soon feel too old for the Sunday-school.

Mothers make excellent teachers, but as a rule they do not care to be promoted with the class, and sometimes such promotion is absolutely necessary. They are not apt to keep pace with new suggestions and methods, nor are they so ready to fall in with them. Many outside duties claim their time and attention.

Young Men.—These make excellent secretaries, and often do well as teachers of older boys. One great disadvantage they labor under is that, as a rule, they are unable to spare the time from their business duties to do much visiting.

Public-school teachers who teach in the lower grades are very desirable helpers, if they can be induced to add more work to a busy life.

The superintendent should belong to the Christian Endeavor Society and come in close contact with the young people of the church. She should be watchful for those who are full of energy and who wish to work. It would add much to the usefulness of

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the superintendent if she could also be the superintendent of the Junior Christian Endeavor Society. Through these two societies she would be able to reach many teachers and children and would find many suggestions that would prove most helpful.

XVIII

New Scholars

EVERY class, unless constantly recruited, will decrease by reason of deaths and removals. Children make better recruiting officers than their teachers. I have found the following letter, printed on an attractive picture-card, to be very effective in drawing the little ones to the class. (See Specimen No. 4.)

These cards are given to the children about the 1st of September and the 1st of April. It is necessary to obtain about one hundred new scholars a year to keep my class full. When the cards are given to the children, I tell them I wish for one hundred new scholars by Christmas, and that I need their aid. They are asked to look among their playmates or those who live in their street or neighborhood and try to find those who do not attend any Sabbath-school. To all such they are requested to give the card, and to try to obtain from them a promise to accompany them to our school on the following Sabbath. I always caution them against inviting children who

GOD WANTS

The Merry, Merry Boys
The Noisy Boys
The Funny Boys
The Thoughtless Boys

COME!

COME!!

GOD WANTS THE BOYS

WITH ALL THEIR JOYS



DEAR LITTLE FRIEND:

Do you go to any Sunday-school?
If not, we gladly invite you to our school.
We have a very pleasant room,
Nice little chairs to sit in,
And many beautiful things to show you.
We will teach you to sing sweet songs about Jesus;
We will also try to teach you how to love Jesus,
And how to be good and to do good.
We will give you pretty lesson cards
And nice picture-papers to take home.
The boy or girl who gives you this card
Will call for you and show you the way
To the Children's Sabbath Home
Of the Primary Class
In the Presbyterian Church
At the corner of Broad and Oxford streets.



GOD WANTS

The Happy-hearted Girls
The Loving Girls
The Best of Girls
The Worst of Girls

COME!

COME!!

GOD WANTS TO MAKE

THE GIRLS HIS PEARLS

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attend other schools. I offer as a reward a small glass globe containing a goldfish to the best "fisherman" of children—the one who has secured the largest number who become regular attendants. The reward is not given until after Christmas; by that time I know whether the new scholars will attend regularly or not. This small reward has been the means of a great amount of "fishing" in the neighborhood. The idea was suggested at the time we had a lesson on Jesus' words to Peter and Andrew that he would make them "to become fishers of men." The names of the new scholars, together with the names of those who brought them, should be entered in a book kept for that purpose.

Reception of New Scholars.—Public recognition should be made of new scholars. Some teachers ask them to rise, and then in a few words welcome them to the class. This is sometimes followed by these kindly words of greeting from the children of the class: "We welcome you to our school, our hearts, and our happy times."

XIX

Lesson Study

THE primary class is among the most fruitful soils in which to plant the Word of God. And whatever else these little ones learn, special attention should be given to having the selected verse committed to memory and recited. Children enjoy the learning and reciting of at least one verse a week, especially if it can be made a pleasant instead of a hard task.

Primary teachers who really love the work and have any adaptation for it can secure the memorizing of at least one verse a week from nearly every child over four years of age, and from not a few under that age. The task which is assigned the child of learning the selected portion of Scripture is a small one, and for this reason it should not be difficult.

I am persuaded, however, from my own observation and from the experience of others, that the task is often imperfectly and unwillingly performed. The majority of primary teachers distribute to the little ones, on the Sunday preceding, a lesson paper or card,

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with the oft-repeated request that at least the Golden Text be learned before the next Sunday. Many teachers require not only the Golden Text, but also the memory truth, the lesson hymn, and the questions often found upon the lesson helps. Now, it is one thing to place this printed lesson in the hand of a child with this simple request, but it is an entirely different thing to have our desires accomplished.

Let us follow, in imagination or reality, one of these papers to the home. There are five methods of disposing of it: 1. It is often carefully put on a table, and some one covers it over with a book or paper. 2. It is placed on the mantel, under the vase or clock. 3. It is carefully placed in some book which is seldom opened. 4. It is put in a drawer, perhaps in the trinket-box. 5. It is placed where it will be in full view of mother and child all the week.

The history of the first disposition is that the paper will lie all the week unnoticed, or be thrown into the waste-basket. In the second, the paper can be easily found, but is often not hunted up till near the close of the week. In the third, it is hopelessly lost, unless the mother or child is blessed with a good memory. In the fourth, it may turn up if the child has occasion to visit its treasure-box. In the fifth, it is ever in sight.

How shall the child be encouraged to love to study the Word of God? Not alone through the efforts of the teacher. A faithful teacher may talk Sunday

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after Sunday, but unless the *full coöperation of the home* is secured it will be of little avail. How shall the teacher proceed in this matter? Visit the mother; tell her all about the class—what lessons are required, and what the other scholars are doing, and what her child ought to accomplish. Ask her kindly to take charge of the lesson papers as soon as the child reaches home with them; also, to have some prominent place for them, either in the living-room of the house or the sleeping-room of the child. Ask her to fasten the lesson cards together with a string or with the ordinary brass paper-fasteners, and have them suspended near the mantelpiece, or, better yet, have them hung by the bedside, where they will be handy for the child to review them morning and evening. This will encourage children to look at God's Word the first and last part of each day, and will help them to form a habit that will be of great service to their spiritual life in after years.

Ask the mother to begin the new verse on Sunday evening, review it on Monday, and so on through the week. Ask her also to review the texts of the quarter every day; it will take only a moment or two, and will be the means of fastening the Word of God in the little mind.

Some children love to paste their lesson cards and papers into small scrap-books. They have been thus kept for years. Request the mother to write upon a small blackboard, which is now so common in the home, the Golden Text; or let the mother get the

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child to do so, if it is able, and allow it to remain all the week—a help, perhaps, to parents as well as child. If the home lacks the indispensable blackboard, the text can be printed on a large sheet of manila paper and hung on the walls of the play-room.

Many little ones can spell the Golden Text with their letter-blocks, thus finding amusement and instruction. In some such attractive way the verse can be presented, so that the child will consider the learning of it a pleasure and not a task.

Always bear in mind that there are three agents in the accomplishment of this work—the child, the mother, and the teacher; and I have placed them in the order of importance, for what can the teacher accomplish without the coöperation of the child and the mother?

Now, of what does the teacher's work consist? First, to encourage the child from the platform; second, to encourage the mother in giving help; and lastly, to draw from the child the lesson.

It is interesting to watch the little ones enter the class-room. First, here comes the child who can recite everything on the card, and who marches up to the teacher in a self-confident manner. Second, here is one who only looked at the card as he was leaving home, and who is now slyly glancing at it as he comes up to the teacher. Third, here comes the child who was not able to find the lesson card—one of those who laid it in a book, perhaps. He always asks for another card, and steals off to some corner

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to try to learn what should have been learned in the quiet of the home. Fourth, here is a child who has been told many times about these lessons, but who, strange to say, never knows them.

We have four distinct natures to deal with. The first one needs a word of praise for duty done; the second needs a little chiding for neglecting the duty till Sunday; the third needs rather severe reprimanding, and perhaps the refusal of another card; while the fourth one needs to have the teacher sit by him and give the oft-repeated instructions again and again.

No teacher should let a single scholar escape. If the class is not divided into small classes, the teacher should have assistants in such number that every child will have the personal attention of some one who is ready to hear him recite.

One of the greatest causes of discouragement to a child is to learn a verse and have no one ask him to recite it. How many scholars in your class have gone home and said, "My teacher did not hear me say my verse," or, "No one heard my verse to-day"? For how many Sundays would an adult learn a verse if no one took any notice of it? One cause of encouragement is to ask those who can say the verse to rise; then all who would like to repeat it alone to raise the hand. Then select a few who are not timid to recite. They will be greatly stimulated by the attention, and it acts as an encouragement to others. The individual recitation is far better than the recita-

<p style="text-align: center;">OXFORD PRESBYTERIAN CHURCH PRIMARY CLASS</p> <p>DEAR PARENTS: You will find on this card a faithful record of the work your child</p> <hr/> <p>has accomplished during the quarter.</p> <p>Sixty or more marks will entitle the child to the first reward card, forty or more to the second, and twenty or more to the third.</p> <p>If your child does not study the lessons on the card, we hope you will make a special effort to teach him, that he may early learn these gospel truths.</p> <p style="text-align: right;">ISRAEL P. BLACK, <i>Supt.</i></p>	QUARTER'S REPORT.	
	<p>Golden Text, Lesson Hymn, Lesson Truth, Questions, Attendance,</p>	<p>Total, Collection, Conduct,</p>

Lesson Study

tion in concert, but each method needs to be frequently used.

It is well to keep a ruled book in which the recitations of each Sunday can be recorded; it interests a child to see a mark made after each verse recited. It is also well, at the end of each quarter, to send to the mother, by mail, a report of these lessons. I have used with good results the postal card on the opposite page.

The reward should be some inexpensive picture-cards stating on them the number of marks the child has received. Another encouraging act is to read to the class the number of recitations of each child. It helps those who do well, and stirs up the laggards. I have a "class of honor," who can recite all the Golden Texts and lesson hymns of a year, and who must say them publicly at Christmas; they are rewarded with helpful books.

A constant repetition of the verses every Sunday makes the task comparatively easy. These verses should be recited before the session or afterward. I doubt the wisdom of stopping general exercises for ten minutes to allow teachers to hear the verses. It takes too much time, and occasions disorder among those not reciting.

We are trying, dear teachers, to impart God's Word, and to have the little ones retain it in their memory. Should we not be more anxious to have them remember the words of the blessed Saviour than any words we may say? The longer I teach, the more I

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feel the importance of having children to learn and to retain God's Word. The seed faithfully sown will grow into a harvest, which may be gathered during our lifetime or after we are laid to rest.

"Teacher, in that infant mind
Heaven presents to thee a soil;
Be thy seeds of goodly kind,
So shall blessing crown thy toil."

XX

Home Coöperation

IN addition to securing help in teaching the child the selected lesson, the teacher needs the coöperation of the home in many ways. She should fully realize that while she has the child about one hour a week, the home influence extends over much of the other eighty-three hours that the child is awake. What can be expected as the result of this one hour's labor, unless it be supplemented by the home? A Sabbath-school worker says: "No moral enterprise holds sufficient power of self-locomotion to run well when burnished and oiled only once a week. Six days and twenty-three hours of anti-Sunday-school constitutes too much inertia to be overcome by one hour of pro-Sunday-school." Another has said: "The only system which can so weave the threads of the Bible into the texture of the young life so that it shall be as amiable through the other six days as on Sunday, and afford the largest profit to teaching, is the constant Christian home life."

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The teacher who has no help from the home has just cause for discouragement. She battles against great odds. The truth "He that is not for me is against me" applies very forcibly to Sabbath-school work. The home should be closely bound to the class by a strong tie. It is the teacher's duty to help the home to strengthen this bond by suggesting to parents the following ways in which they can be of service :

1. By coming to the class often, and learning in what manner their children spend the school hour.
2. By becoming better acquainted with the teacher, not only on the Sabbath, but during the week.
3. By explaining the lesson to the children in the home, and especially by teaching them thoroughly the one verse, the Golden Text.
4. By being at least as earnest and faithful in teaching the Bible lessons as they are in teaching the secular lessons.
5. By helping the child to be punctual and regular in his attendance, and by not keeping him home for a trifling cause, nor permitting him to be tardy when it could be avoided by a little care.
6. By notifying the teacher of the cause of absence, especially should the child be sick.
7. By questioning the child upon what has been taught him in the class. This will help the parent and also impress the truths upon the mind of the child. When the child knows he is to be questioned at home he will be more careful to listen.
8. By reading the lesson, and any other passages that will bear upon it, at family worship during the week.
9. By trying all through the week to help the children

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live the truths of the lesson. Whatever parents wish the children to be they must try to be also. 10. By teaching them to love God's Word. No matter how young they may be, see that they have a Bible of their own. 11. By teaching them not only the Lord's Prayer, but also to ask God for such things as they need in the same loving confidence with which they make known their requests to their parents. 12. By teaching them to give to his cause as the Lord has blessed them. 13. By making direct effort for the conversion of the children. Parents should realize that this duty can never be relegated to another. They are too apt, in these days of activity, to intrust the spiritual training of their children to the Sunday-school in the same way that they intrust their secular training to the day-school. 14. The home can help the teacher very much by words of encouragement. The words of the children spoken in the home during the week, and told by the parents to the teacher, are often a wonderful incentive to renewed labor. Parents should be asked to pray for the teacher. 15. The home should be taught to help the teacher and class in a financial manner. Present the wants of the class, and do not hesitate to ask parents for money to buy furnishings for the room or helps in the teaching. You are teaching *their* children; they should understand that it costs money to do this, and that it is only right for them to meet the expenses. Some parents will only need a suggestion; others may have to be told many times.

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Mrs. Crafts says: "Make a league of prayer with the parents, to pray daily for God's blessing on the class." Mr. Moody says: "Get the mother, and you have the whole family."

One teacher said: "I agreed to teach the children, not the parents." True, but if you can teach the children better by getting hold of the parents, should not you do it?

It seems to me it is of the utmost importance to get a hold on the homes, especially where there is a large mission element in the class.

J. H. Wilson, of Edinburgh, who has had great success in preaching to children, gives the following incident of his early life: "On the morning of the day when I was going to the city to be ordained and go to my first charge, my mother came to the door to bid me good-by. Holding my hand, she said: 'You are going to be ordained to-day, and you will be told your duty by those who know it far better than I do; but I wish you to remember one thing which perhaps they may not tell you. Whenever you lay your hand on a child's head you are laying it on its mother's heart.'"

Parents' Sunday.—Besides inviting the parents to attend the school upon festival occasions, it is well to have other special days, and to send home specially prepared invitations for special Sundays.

Parents' Sociable.—It is an admirable plan to invite the parents to a sociable or reception in the church or at the home of the teacher. The church

Home Coöperation

is preferable, as they can then see the class-room. Last year I invited all the parents of the children to such a reception, given in the church by the teachers of the primary class. The teachers welcomed them as they entered the room, and spent a half-hour in conversation, interspersed with music. Then I gathered the parents around the desk, and explained the methods of conducting the class, and also suggested ways by which they could help us to do better work.

I asked them to indicate to me how I could help them and their children. After an hour of thus mutually comparing notes, as it were, the audience divided into groups composed of the parents of each subdivision of the class, who met around the teacher of the division in order to become better acquainted with one another. Music and refreshments, furnished by the teachers, closed a very enjoyable and profitable evening. For some time after this, not only was the attendance better, but the children's lessons were recited more perfectly.

Home Department.—Many classes, following the successful methods of the Home Department in the main school, are organizing a Home Department of the primary class.

XXI

The Small Class

THOSE who teach small classes in country churches need special encouragement, sympathy, and help. They labor under great difficulties, many of which, however, may be easily overcome. It is hoped that such teachers may be aided by the suggestions in this chapter.

In looking over the statistics of a State association, I found that the average membership of the schools in one county was eighty-five. About one third of these (twenty-eight) doubtless belonged to the primary grade. If the statistics of the whole country were examined, in all probability it would be found that the majority of schools are small, and that they are situated in country places. In such schools primary scholars are frequently placed in small classes and sandwiched in among the older children in the main room. When grouped into a single class the little ones are often given some out-of-the-way place—a corner of the church room, the gallery around the

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organ, back near the stove, or in the basement. In the estimation of some church officers, any place is good enough for little children.

Disadvantages.—Younger scholars, who are thus treated, labor under the following disadvantages:

1. They must always, either audibly or silently, join in the exercises with the main school; this is a positive loss to them.

2. Because of the disturbance to others, they cannot have their own opening and closing exercises.

3. They cannot sing their own songs, or use blackboards and charts.

4. They cannot have seats adapted to their use. As a rule, they sit in old-fashioned pews, which their backs do not touch, with their little limbs swinging to and fro in the air, to the accompaniment of foot-knocks.

5. There is no opportunity for concert and motion exercises or songs to relieve their natural restlessness.

The Work Accomplished.—About all the patient teacher can do is to hear the children recite the verse on the picture-card, paper, or the "blue ticket" given for attendance.

The class may often join in a song with the older scholars, and perhaps recite in concert the Golden Text for the day.

While the main school is studying the lesson, the superintendent and assistants have an opportunity to hear the children recite singly the Golden Text, and to explain simply and briefly the lesson to them.

Practical Primary Plans

During this time the eyes of some of the children will wander about the room, while other restless little ones will appear to be "set upon pivots, well oiled, and to have discovered perpetual motion."

Encouragement in the Work.—Sometimes the superintendent of one of these little country classes visits the primary class of a city school held in a separate room with well-appointed appliances, and in a discouraged tone she exclaims, "I can never do these things for my class; it is so small, and I have no room!"

For your encouragement, let me say that I believe you can have just as good a school. *Why?* 1. Because you can become more intimately acquainted with a small number of scholars. 2. Your allotted space being smaller, you get nearer the children while teaching. 3. The smaller the class, the easier it is to know the needs of each child, not only in the class but also in the home. Never feel that the work is of minor importance. These little souls, however few they may be, are precious in the eyes of God.

How to Accomplish Better Work.—If possible, secure for the class a room separated from the larger scholars. Where the church officers *will not*, or *cannot*, provide a well-appointed room in some part of the building or adjoining it, and where the only available place seems to be a portion of the main audience-room, I would suggest that a space on one side of the pulpit be used. The old-fashioned pews could be made more comfortable by placing in them long

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footstools of a proper height for the little feet. It might also be possible to place something in them to rest the backs of the children.

The next and *most important* thing is to make the place selected as private as possible. This can be done by using curtains made of thick cotton plush or some tasteful print that cannot be seen through. These can be fastened by hooks to rings which slide on brass, iron, or wooden rods, or stout wire. They need not be unsightly; they could be pushed back or taken entirely away when not in use. On these curtains can be pinned the picture-roll or other pictures, stenciled hymns or verses for recitation.

"The inclosing screens may be very plain. Two ordinary large clothes-horses, covered with dark calico, will answer every purpose. A row of nails along the top will hang the picture-roll, etc. A piece of flexible blackboard cloth, hemmed at bottom and top, and stiffened by two sticks, may be attached to the screen by rings or cords at both top and bottom. It will not be perfectly steady, but it is a great deal better than no board, and has the advantage of being easily removed after the session.

"When the screen is an impossibility, and therefore no single blackboard can be used, each child may be given a slate for himself. This plan involves extra work on the teacher's part, but it attracts each one of the class and fixes the lesson when he helps to teach himself by means of a slate."

A yard of Lapilinum cloth for a blackboard can be

Practical Primary Plans

pinned to the curtain or to the wall of the church. The drawings can be made on this at home, and covered with paper until used.

For recitations use the Commandments, Beatitudes, Twenty-third Psalm, Scripture verses, motion songs, and the books of the Bible. These should be recited in a low voice, so as not to disturb the main school. The lesson should also be taught.

A definite order of exercise should be used every Sabbath. One or more primary songs can be sung with the main school in the opening or closing exercises. These can be learned at home or at a weekly rehearsal in the church. Where it is practicable, the time before or after the session can be used for this.

Instrument.—Mrs. W. F. Crafts suggests for the small class that has neither the room nor the means for a piano or organ, “the use of an autoharp, which costs about three dollars.”

The work can be done by one faithful teacher, but it would be better to have at least one helper, who should look after the marking of the roll, the collection of the money, and aid in keeping order. In country schools, as well as in those of the city, the primary teacher must often be teacher, secretary, organist, chorister, janitor, nurse, and blackboard artist.

Sometimes it is possible for the little ones to join with the main school in the opening exercises and then retire to a room in an adjoining house kindly given for the purpose. This secures privacy and very good results.

The Small Class

Mrs. W. F. Crafts says: "Teachers of these small classes should do just as much to make this class attractive, and the work profitable, as if the class were a very large one. The probability is that if this is done the class will not long remain small."

A perplexed teacher asked Mrs. W. F. Crafts this question: "I am the day-school teacher. I am trying to teach a Sunday-school in the same school-house where I teach five days in the week. The same teacher, the same scholars, the same school-house, make the Sabbath-school seem just like the regular school. What can be done to relieve this impression?"

To which Mrs. Crafts replied: "Have cloths to spread over the desks on the Sabbath, either of red felt or Turkey red. Make banners to hang on the walls, which shall be taken down during the school-days. Attractive banners of various shapes and sizes may be made of wall-paper, with mottos pasted on, cut out of gilt or plain paper of various colors. The border of the paper, if not too wide, will do for bordering the banners. Spend a little time on Friday afternoon with the children in decorating and preparing the room for the Sabbath-school. It would not be much trouble to hang up lace curtains each Friday, which could be kept carefully folded on week-days. Encourage the bringing of flowers. Do not use the school bell in conducting the exercises. As far as possible, have the children sit in other seats than those they occupy on week-days."

XXII

Important Helps for Teachers

Primary Unions.—A Primary Union is an organization of primary teachers of different denominations who meet weekly for the purpose of studying together the regular lesson and of discussing the various methods of class management. These meetings are usually held in the parlors of churches or of Young Men's Christian Associations, in halls, or, if small, in private houses. The most favored time seems to be on Saturday afternoons. The lesson taught is, as a rule, the one in the International Lesson Course. Normal lessons on the Bible are often taught in addition to this; courses in child study are also given, and instruction on the use of the blackboard and on the kindergarten class. From a variety of topics which are frequently discussed, I select the following as showing how important and helpful these meetings may be made:

How I Conduct my Class.

Ways of Keeping the Primary-Class Roll.

Order of Exercise.

Important Helps for Teachers

Songs, and Ways of Teaching Them.

Prayer in the Primary Class.

Helps for Preparation of Primary Lessons.

**Should Primary Scholars Study the Lesson Before
or After it is Taught in the Class?**

Supplemental Lessons.

Promotion—How Conducted.

**Necessary Appliances, and Little Things that Help
or Hinder.**

The Teacher's Week-Day Work.

Ways of Securing Home Coöperation.

How to Conduct Reviews.

New songs are frequently taught. A table supplied with the latest published helps, and with scrap-books containing the different helps used by the teachers of the union, is a very important feature. Some unions have libraries containing nearly all the helps mentioned in the Appendix. These are a source of invaluable information to the members.

The officers of the organization are a president, one or more vice-presidents, secretary, and treasurer. The committees are Devotional, Lesson, Home Department, Music, Topic, Social, and Visiting.

In many of the unions the lessons are taught by different teachers; some, however, think it best to secure the services of the same teacher every week.

The expenses of conducting the union may be borne by the members by the payment of annual fees of from fifty cents to one dollar, or by weekly or monthly collections.

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October 1, 1897, there were about two hundred and twenty-five such unions in the United States and the British provinces.

The International Union.—The first primary teachers' organization for the study of the lesson was commenced in Newark, N. J., February 19, 1870; the second, in New York City, February, 1871; the third, in Philadelphia, April 26, 1879 (this was the first to adopt the name of "Union"); and the fourth was formed in Washington in the fall of 1881.

From these last three organizations grew the National Union in 1884, which was changed to the International Union in 1887. The work of the International Union consists in encouraging the formation of new unions in every place where they would be likely to flourish and to be of benefit to teachers. It also assists existing unions in every way possible. The expenses of the International Union are met by voluntary contributions from the local unions. The International Union aims to have: 1. A Primary Union in every city. 2. A Primary Council in every State or province. 3. A primary secretary in every State or province. 4. Five hundred unions in 1899.

To assist in the accomplishment of this, it publishes a "Quarterly Bulletin," giving information from the different unions regarding their work, and many helpful suggestions. It has also published a "Primary Workers' Manual," which is filled with suggestions for the organization and conduct of Primary Unions, and State and county primary work. The officers of

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the International Union (October 1, 1897) consist of the following: president, Mrs. W. F. Crafts, Washington, D. C.; vice-president, Miss Bertha F. Vella, Boston, Mass.; secretary and treasurer, Israel P. Black, Philadelphia, Pa.

The Central Committee is composed of the above officers, together with the following: Miss Mabel Hall, Chicago, Ill.; Mrs. M. G. Kennedy, Philadelphia, Pa.; Mr. George W. Pease, Springfield, Mass.; Mr. George H. Archibald, Montreal, Canada.

Any of the above will gladly furnish such information as may be desired. For full particulars of this work, address the secretary, Israel P. Black, 2006 North Park Avenue, Philadelphia, Pa.

State Primary Secretary.—Many State Sabbath-school associations have found it necessary to employ a primary secretary who devotes her time to the organization of unions and to the presentation of primary work at township, county, and State conventions.

Township and County Conventions.—In addition to the benefit which primary teachers receive from belonging to Primary Unions, they should, if possible, attend the township, county, and State conventions. In nearly all of these some portion of the program is devoted to primary work, and, as a rule, it is helpful and practicable. Teachers should not only attend, but, if able to do so, should gladly assist in the discussions relating to the primary department. We learn from others; and we should always be willing to give helpful suggestions.

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Institutes.—In many of the large cities an annual or quarterly Primary Institute is held, where primary work only, in its different phases, is presented.

Every teacher within traveling distance should aim to attend these meetings, and, as far as possible, should assist in making them helpful. It has often been said that we will always find the best teachers at such gatherings, because they are the most eager to increase their knowledge of methods of work. It is too often the case that teachers who think they know all about the work, and cannot learn anything new, absent themselves from institutes, conventions, and unions. The natural result is, they continue along the old lines and seldom improve on their methods of work.

Summer Schools.—In addition to the above meetings, there has been added within the last four years another very important help for teachers, namely, the Summer School of Primary Methods. One of these schools has been held annually at Asbury Park, N. J., since 1894. The second was started in Chicago, Ill., in the summer of 1897. The third was organized in Anniston, Ala., July, 1897. They hold their session in the early part of July, and have been well attended by teachers who are eager and anxious to learn the best methods of conducting primary work. Teachers come long distances to avail themselves of this invaluable opportunity to increase their usefulness.

With these many and helpful ways in which to become proficient, there is no reason why any teacher

Important Helps for Teachers

should not be thoroughly equipped for the important work of imparting information to children.

Bible Normal College.—Teachers who can afford the expense and time should attend the Bible Normal College in Springfield, Mass., and become thoroughly fitted for the work of a primary superintendent or a State primary secretary. This college offers superior advantages in this line of work. The many who have taken this course of training attest its advisability and the great advantages to be derived from it.

There is now no excuse for indifferent and inefficient primary work, for surely teachers can come within direct touch of some, if not all, of the great and helpful advantages to be derived from primary unions, institutes, conventions, summer schools, and the Bible Normal College.

Appendix

THE following list of books and appliances includes nearly everything helpful at present published on the subjects under consideration. It is not intended to call special attention to the merits of any of them; all have been found suggestive and helpful. The prices affixed are correct so far as could be ascertained; doubtless all are fairly accurate.

Teachers studying all of these "helps" would be well equipped for the work; a careful selection, however, of even a few of them would prove most helpful.

HELPFUL BOOKS

Open Letters to Primary Teachers. By Mrs. W. F. Crafts. Eaton & Mains, New York City. \$1.00.

The Primary Teacher. By Martha Van Marter. Eaton & Mains, New York City. 70 cents.

Childhood the Text-Book of the Age. By Rev. W. F. Crafts. Lee & Shepard, Boston, Mass. \$1.50.

Seven Laws of Teaching. By Gregory. Congregational Publishing Society, Boston, Mass. 75 cents.

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The Teachers' Cabinet. By Marguerite Cook. D. C. Cook Publishing Company, Chicago, Ill. 15 cents.

The Primary Manual. By Marguerite Cook. D. C. Cook Publishing Company, Chicago, Ill. 15 cents.

Compendium of Teaching. By Grosser and Fitch. D. C. Cook Publishing Company, Chicago, Ill. 10 cents.

Normal Outlines for Primary Teachers. By Mrs. W. F. Crafts. (Chautauqua Text-Books.) Eaton & Mains, New York City. 10 cents.

Teachers and Teaching. By Rev. H. C. Trumbull, D.D. J. D. Wattles & Co., 1031 Walnut Street, Philadelphia, Pa. \$1.00.

Picture Work. By Walter L. Hervey, Ph.D. Flood & Vincent, Meadville, Pa. 30 cents.

Manual of Biblical Geography. By Rev. J. L. Hurlbut, D.D. Very useful. Rand, McNally & Co., Chicago, Ill. \$2.75.

LESSON HELPS—DENOMINATIONAL

Baptist. **The Baptist Teacher.** Primary and Intermediate Lessons, by Mrs. M. G. Kennedy. Monthly. American Baptist Publication Society, 1420 Chestnut Street, Philadelphia, Pa. 50 cents a year.

Methodist. **Sunday-School Journal.** Primary Lessons, by Miss Martha Van Marter. Also Kindergarten Lessons, by Mrs. Mary C. Foster. Monthly. Eaton & Mains, New York City. 50 cents a year.

Presbyterian. **Westminster Teacher.** Primary Lessons, by Israel P. Black. Monthly. Presbyterian Board of Publication, Walnut and Juniper Streets, Philadelphia, Pa. 60 cents a year.

Universalist. **Sunday-School Helper.** Primary Lessons, by Miss Maizie Blaikie. Monthly. Universalist Publishing-House, 30 West Street, Boston, Mass. 50 cents a year.

Methodist Church, South. **Sunday-School Magazine.** Primary Lessons, by Bertha W. Zucker. Monthly. Publishing-

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House of the Methodist Episcopal Church, South, Nashville, Tenn. 50 cents a year.

Congregationalist. The Pilgrim Teacher. Primary and Kindergarten Lessons. Monthly. Congregational Publishing Society, Boston, Mass. 60 cents a year.

Canada. Presbyterian. Canadian Primary Quarterly. For Teachers and Scholars. By Mr. and Mrs. George H. Archibald. Quarterly. 32 Arlington Avenue, Montreal, Ontario, Canada. 40 cents a year.

Lutheran. The Angsburg Sunday-School Teacher. Primary Lessons, by Laura W. Rice. Monthly. Lutheran Publication Society, Philadelphia, Pa. 55 cents a year.

Reformed Church. The Heidelberg Teacher. Primary Lessons. Quarterly. Reformed Church in the United States, 1025 Arch Street, Philadelphia, Pa. 60 cents a year.

LESSON HELPS—UNDENOMINATIONAL

The International Evangel. Primary Lessons, by Mrs. Anna Johnson Semelroth. Monthly. The International Evangel, Chemical Building, St. Louis, Mo. \$1.00 a year.

The Junior Sunday-School Quarterly. Teachers' Edition. By Mrs. M. G. Kennedy. W. A. Wilde & Co., Boston, Mass. 40 cents a year.

Pocket Quarterly. Primary and Kindergarten Lessons, by Mrs. W. F. Crafts. Ward & Drummond, New York City. 40 cents a year.

Sunday-School Times. Intermediate Lessons, by Faith Latimer. Primary, by Mrs. R. B. Preuszner. Weekly. John D. Wattles & Co., 1031 Walnut Street, Philadelphia, Pa. \$1.50 a year.

Primary Sunday-School Teacher. Primary Lessons, by Mrs. Marguerite Cook and Frank Hamilton. Quarterly. D. C. Cook Publishing Company, Chicago, Ill. 50 cents a year.

The Illustrator. Primary Lessons, by Rev. C. H. Tyndall.

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Monthly. Fleming H. Revell Company, Chicago, Ill. 60 cents a year.

Sunday-School World. Primary Lessons, by Sue E. Stoevers. Monthly. American Sunday-School Union, 1122 Chestnut Street, Philadelphia, Pa. 50 cents a year.

Primary Lessons and Cards (not International series). By Miss Lucy Wheelock. The Bible Study Publishing Company, 21 Bromfield Street, Boston, Mass. Send for samples.

The Golden Rule. Contains Primary Lessons. Weekly. Published by the Golden Rule Company, Boston, Mass. \$2.00 a year.

LESSON PICTURE-CARDS

Lesson Picture-Cards. By Mrs. Ordway Tead. Harris Jones & Co., Providence, R. I. 12 cents a year.

The Bible Lesson Pictures. A large scroll. Harris Jones & Co., Providence, R. I. \$4.00 a year.

Picture Lesson Cards. By Israel P. Black. Presbyterian Board of Publication, Walnut and Juniper Streets, Philadelphia, Pa. 12 cents a year.

Little Ones' Quarterly. Picture-Cards. W. A. Wilde & Co., 25 Bromfield Street, Boston, Mass. 12 cents a year.

The Picture Lesson Cards. D. C. Cook Publishing Company, Chicago, Ill. 10 cents a year.

Colored Lesson Picture-Roll and Primary Song Cluster. 24 x 34 inches. Twelve pictures and hymns. D. C. Cook Publishing Company, Chicago, Ill. \$2.50 a year.

PRIMARY SONG-BOOKS

Child Songs. By Boston Primary Union. Ward & Drummond, New York City. 10 cents.

Primary Exercises and Songs. By Harvey C. Camp. Ward & Drummond, New York City. 10 cents.

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Melodies for Little People. By S. V. R. Ford. Eaton & Mains, New York City. 30 cents.

Infant Praises. J. J. Hood, Philadelphia, Pa. 25 cents.

Dewdrops. By E. E. Hewitt. J. J. Hood, Philadelphia, Pa. 25 cents.

Sacred Songs for Little Singers. Ward & Drummond, New York City. 35 cents.

Song and Study for God's Little Ones. Exercises and songs. By Bertha F. Vella. R. R. McCabe & Co., Chicago, Ill. 25 cents.

Special Songs and Services for Primary and Intermediate Classes. By Mrs. M. G. Kennedy. Wilde & Co., Boston, Mass. 45 cents.

Primary Songs, Nos. 1 and 2. D. C. Cook Publishing Company, Chicago, Ill. 25 cents each.

Sweet Silvery Echoes. By J. H. Kurzenknabe, Harrisburg, Pa. 30 cents.

Fresh Flowers. By Emma Pitt. O. Ditson & Co., Boston, Mass. 15 cents.

Junior Songs. By W. S. Ferguson and Israel P. Black. J. J. Hood, Philadelphia, Pa. 35 cents.

Little Pilgrim Songs, and Songs for Little Folks. By Mrs. W. F. Crafts. Biglow & Main, New York City. 30 cents each.

Many Little Voices. By Asa Hull, 132 Nassau Street, New York City. 35 cents.

Missionary Triumph. The John Church Company, Cincinnati, O. 35 cents.

Rallying Songs for Young Teetotalers. Temperance songs. National Temperance Society, New York City. 15 cents.

Marching Songs for Young Crusaders. Temperance songs. Women's Temperance Publishing Association, Women's Temple, Chicago, Ill. Nos. 1 and 2, 10 cents each; No. 3, 15 cents.

Little Branches. Meyer & Brother, Washington Street, Chicago, Ill. 15 cents.

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Gems for Little Ones. By C. R. Blackall. American Baptist Publication Society, Philadelphia, Pa. 10 cents.

Object-Lessons and Songs. By F. E. Belden. Fleming H. Revell Company. \$1.50.

Hymnal for Primary Classes. American Sunday-School Union, 1122 Chestnut Street, Philadelphia, Pa. 35 cents.

Sunny Songs for Sweetest Singers. Neal Brothers, Marion, Ind. 10 cents.

Little Folks' Song Service and Responsive Readings. Fleming H. Revell Company. 20 cents.

SONG-ROLLS

Primary Song Cluster, Nos. 1 and 2. 3 x 4 feet. Twelve songs in large type. D. C. Cook Publishing Company, Chicago, Ill. \$1.00 each.

The Bible Lesson Song-Roll. By Bertha F. Vella. Twenty songs, music and words. Providence Lithograph Company, Providence, R. I. \$2.00.

BLACKBOARD HELPS

Plain Uses of the Blackboard. By Rev. and Mrs. W. F. Crafts. Ward & Drummond, New York City. \$1.00.

The Blackboard in the Sunday-School. By Frank Beard. Jesse Haney & Co., 119 Nassau Street, New York City. \$1.00.

Pictured Truth. By Rev. Robert F. Y. Pierce. Fleming H. Revell Company. \$1.25.

Object-Lessons for Children. By Rev. C. H. Tyndall. Fleming H. Revell Company. \$1.25.

Eye Teaching in the Sunday-School. By R. W. Sindall. Sunday-School Union, London. 75 cents.

Illustrative Blackboard Sketching. By W. Bertha Hintz. Very instructive. E. L. Kellogg & Co., New York City. 30 cents.

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The New York Silicate Book Slate Company, 24 Vesey Street, manufacture a large assortment of blackboards, Lapilinum cloths, slates, and crayons. Send for their complete catalogue.

MAPS

Maps of the Old and New Testaments. Fleming H. Revell Company. \$1.50 each. Send for catalogue.

Maps of the Old and New Testaments. Ward & Drummond, Fifth Avenue, New York City. All sizes and prices. Send for catalogue.

Map of St. Paul's Journeys. Fleming H. Revell Company. \$1.50.

Map of Paul's Journeys. Milton Bradley Company, Springfield, Mass. 50 cents.

Relief Practice-Maps of the Roman Empire and Palestine. By William Beverly Harrison, 59 Fifth Avenue, New York City. 10 cents each.

Model of the Jordan Valley. In colored plaster for constructing a sand model of Palestine. $4\frac{1}{2}$ feet x 9 inches. By Frank Hamilton. Woodward & Lothrop, Washington, D. C. \$4.00.

Kaufman's Revolving Map-Rack. Will hold twenty-five songs or maps. Very useful. C. J. Kaufman, 38 North Sixth Street, Philadelphia, Pa. \$15.00. Send for circular.

CHARTS

These are printed on muslin in very large type.

Lord's Prayer . . .	44 x 31 inches	. . .	\$1.00
The Beatitudes . . .	63 x 36 "	. . .	\$1.00
Ten Commandments . . .	90 x 72 "	. . .	\$2.50
Apostles' Creed . . .	44 x 31 "	. . .	\$1.00
The Hymn "Coronation"	33 x 49 "	. . .	\$1.00

Published by the Presbyterian Board of Publication, Walnut and Juniper Streets, Philadelphia, Pa.

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Primary Teachers' Wall Roll. Seed for Springtime Sowing. Pages 11 x 14 inches. By Mrs. Irene Pratt. Fleming H. Revell Company, Chicago, Ill. 75 cents.

Scripture Cartoons. 45 x 85 inches. By the Religious Tract Society of London. In colors. Twenty-one pictures. Very beautiful. Will serve to decorate a wall and at the same time teach Bible truths. Fleming H. Revell Company. \$1.00 each.

NORMAL AND SUPPLEMENTAL LESSONS

Supplemental Lessons. Primary Grade, by Mrs. W. E. Knox. Presbyterian Board of Publication, Walnut and Juniper Streets, Philadelphia, Pa. 15 cents.

Handbook of Bible Study. By Marguerite Cook. D. C. Cook Publishing Company, Chicago, Ill. 10 cents.

Books of the Bible. By George W. Pease. Eaton & Mains, New York City. 10 cents.

Old Testament History. By George W. Pease. Eaton & Mains, New York City. 10 cents.

Symbols illustrating Mr. Pease's books. Milton Bradley Company, Springfield, Mass. 50 cents for each set of symbols.

Sunday-School Teachers' Normal Course. First and second years' courses. By George W. Pease. Fleming H. Revell Company. 50 cents each.

Children's Meetings, and How to Conduct Them. By Lucy J. Rider. Fleming H. Revell Company, Chicago, Ill. \$1.00.

Great Truths Simply Told. By George L. Weed, 7151 Boyer Street, Philadelphia, Pa. 40 cents.

Bible Course for Junior Classes and Societies. By Elbertine Robertson and Frank Hamilton. D. C. Cook Publishing Company, Chicago, Ill. 3 cents.

GRADUATION AND PROMOTION

I. First Steps for Little Ones. By Israel P. Black. Contains the required supplemental lessons. Presbyterian Board

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of Publication, Walnut and Juniper Streets, Philadelphia, Pa. 3 cents.

2. Graduating Exercise. By Israel P. Black and Miss E. E. Hewitt. Presbyterian Board of Publication, Philadelphia, Pa. 5 cents each.

3. Certificate of Promotion, or Diploma. By Israel P. Black. Presbyterian Board of Publication, Philadelphia, Pa. 3 cents each.

4. Certificate of Promotion. By C. E. Parkhurst, 79 Walnut Street, Somerville, Mass. 10 cents.

5. Seven Graded Sunday-Schools. Eaton & Mains, New York City. 50 cents.

HELPS FOR THE KINDERGARTEN CLASS

Kindergarten Sewing-Cards. International Lessons. Mrs. S. G. Smith, 2528 East Twenty-second Street, Minneapolis, Minn. Send for samples and prices.

Morning Star Symbols. By Miss Margaret C. Brown. Morning Star Publishing-House, 457 Shawmut Avenue, Boston, Mass. Send for samples.

Symbols for Map Work, and the Palestine Geography Song. By Miss Bertha F. Vella. Milton Bradley Company, Springfield, Mass. 15 cents.

Stencil Pictures on the Lessons. G. A. Williams, Plantsville, Conn. 1 cent each.

Improved School Stencils. Secular subjects mostly. S. C. Clark & Co., 42½ Sixth Street, Pittsburg, Pa. Send for list of subjects.

Temple Blocks, for Building the Temple. Temple Block Company, Williamsport, Pa. Two sizes, \$1.25 and \$2.50.

Kindergarten Sewing-Cards. By Mrs. W. F. Crafts. Ward & Drummond, New York City. 30 cents a year. Send for samples.

The Bible Kindergarten & Music Company, 4331 Indiana Avenue, Chicago, Ill. Send for samples of cards.

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Golden Text Designs. Cut in paper and cardboard. William H. Hart, Jr., 242 Chestnut Street, Philadelphia, Pa. Send for samples.

Memory and Needle Cards. $3\frac{1}{2} \times 4\frac{1}{2}$ inches. D. C. Cook Publishing Company, Chicago, Ill. 10 cents a year.

The Scripture Text Chain. Colored cards containing the Golden Text. Ward & Drummond, New York City. 3 cents a set per quarter.

The Commandment Number Cards. For sewing. Ward & Drummond, New York City. 6 cents a set.

Leaflet, with Hand-Work. By Mrs. Mary Chisholm Foster. Eaton & Mains, New York City. 40 cents per year; five or more copies to one address, 30 cents each per year.

Primary Class and Kindergarten Illustrated Lesson Leaflet. Send for samples to Kinney & Yeames, Bromfield Street, Boston, Mass.

Working Cards. Kindergarten Outline Lessons. Kindergarten Literature Company, Women's Temple, Chicago, Ill. 80 cents.

Bible Maps. For stitching with silk. By Lucy Rider Meyer and Nettie Fuller. Published by C. H. Whiting, Chicago, Ill. 25 cents.

APPLIANCES FOR THE KINDERGARTEN

Little Chairs. These are made 12 and 14 inches high. They should be of hard woods varnished, of soft woods painted a bright red or blue, or cane-seated. The hard-wood and painted ones average about \$6.00 per dozen; cane-seated ones about \$7.50 per dozen; and folding ones about \$8.50 per dozen.

Tables. Tables 3 feet long and 30 inches wide, seating four children, cost \$5.50; the larger size, for twelve children, cost \$10.00. These may be purchased of school and church supply stores.

Appendix

Send for catalogues of kindergarten supplies to J. W. Schermerhorn & Co., 3 East Fourteenth Street, New York City.

Many of these supplies will be found to be very useful on the Sabbath.

Milton Bradley Company, Springfield, Mass., prepare much valuable material for the use of the Bible kindergarten. Every Primary Sunday-school teacher should have one of their catalogues.

BOOKS ON THE KINDERGARTEN

Send to Kindergarten Literature Company, 1270 Women's Temple, Chicago, for their catalogue of helpful books.

Kindergarten Sunday-School. By Frederica Beard. Kindergarten Literature Company, Chicago, Ill. \$1.00.

The Kindergarten of the Church. By Mary J. Chisholm Foster. Eaton & Mains, New York City. \$1.00.

Study of Child Nature. By Elizabeth Harrison. Chicago Kindergarten College, 10 Van Buren Street, Chicago, Ill. \$1.00.

Reminiscences of the Life of Froebel. By Countess von Bülow. Lee & Shepard, Boston, Mass. \$1.50.

Symbolic Education. By Susan E. Blow. D. Appleton & Co., New York City. \$1.50.

Republic of Childhood. By Mrs. Wiggin and Miss Smitin. Houghton, Mifflin & Co., Boston, Mass. 3 vols., \$1.00 each.

Children's Rights. By Mrs. Kate Douglas Wiggin. Houghton, Mifflin & Co., Boston, Mass. \$1.00.

Hereford's Students' Froebel. Houghton, Mifflin & Co., Boston, Mass. 75 cents.

BOOKS OF THE BIBLE

Books of the Bible for Beginners. By Israel P. Black. Presbyterian Board of Publication, Walnut and Juniper Streets, Philadelphia, Pa. 3 cents.

Appendix

Object Method of Teaching the Books of the Bible. By Mrs. K. C. Higgins, 228 West Street, Worcester, Mass. 50 cents.

Books of the Bible. A Bible bookcase on a map. H. C. Tunison, 84 Warren Street, New York City. \$2.00.

Books of the Bible. By George W. Pease. D. C. Cook Publishing Company, Chicago, Ill. \$7.00.

Pease's Bible Symbols for Teaching the Truths of the Books of the Bible. Milton Bradley Company, Springfield, Mass. 50 cents.

BOOKS CONTAINING EXERCISES

The Sunday-School Primary Teacher's Manual. By Louise Ordway Tead. Congregational Publishing Society, Boston, Mass. 35 cents.

Primary Sunday-School Exercises. By Mrs. E. M. Hoffman. Eaton & Mains, New York City. \$1.00.

Nail-Heads. By Mrs. George Partridge. C. H. Whiting, Chicago, Ill. 50 cents.

Manual for Primary Teachers. By Mrs. Robert Pratt, 1603 North Bryant Avenue, Minneapolis, Minn. 10 cents.

Primary Class Manual. By Mrs. William Reynolds. C. H. Whiting, Chicago, Ill. 10 cents.

HELPS FOR ENTERTAINMENTS

Primary Cluster. Four exercises. By Lucy Wheelock. H. D. Noyes & Co., 13½ Bromfield Street, Boston, Mass. 15 cents.

Sunday-School Entertainments. By Mrs. Slade. De Wolfe, Fiske & Co., 361 Washington Street, Boston, Mass. 50 cents.

Anniversary Leaves. By Mrs. M. G. Kennedy. American Baptist Publication Society, Philadelphia, Pa. \$1.00.

Little Folks' Speaker. Ward & Drummond, New York City. 50 cents.

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Christmas Entertainments. J. & P. B. Meyer, 85 John Street, New York City. Send for catalogue.

Primary Exercises for Special Days. Christmas, Easter, and Children's Day. By Miss Bertha Vella and Miss Lucy Wheelock. Henry D. Noyes & Co., 13½ Bromfield Street, Boston, Mass. 5 cents each.

HELPS FOR TEMPERANCE AND MISSIONARY WORK

Blackboard Temperance Lessons. By Mrs. W. F. Crafts. National Temperance Society, 58 Reade Street, New York City. Five books, 10 cents each.

Brownie Temperance Sewing-Cards. By Mrs. W. F. Crafts. National Temperance Society, 58 Reade Street, New York City. 10 cents per set.

Band of Hope and other Temperance Supplies. National Temperance Society, 58 Reade Street, New York City. Send for catalogue and samples.

Temperance Roll. New Jersey Sunday-School Association, Trenton, N. J. 25 cents.

Over Sea and Land. A monthly magazine for children. Prepared by Woman's Foreign Missionary Society, Walnut and Juniper Streets, Philadelphia, Pa. 35 cents a year.

Mission Band Helper: Dialogues and Recitations. United Presbyterian Board of Publication, 55 Ninth Street, Pittsburg, Pa. 55 cents.

Kindergarten in Missions. "The Junior Missionary Extension Course." A. D. F. Randolph & Co., New York City. 12 villages of different nations. Each village, \$1.00.

APPLIANCES FOR ORNAMENTATION

The Dennison Manufacturing Company, Boston, New York, Chicago, and St. Louis, furnish gummed letters of different

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sizes and colors, also tissue papers of all kinds. Send for catalogues.

Tablet & Ticket Company, 87 Franklin Street, Chicago, and 381 Broadway, New York, make very attractive letters, autumn leaves, and butterflies. Send for catalogues.

MANIFOLDING APPLIANCES

Edison's Mimeograph, 6 x 8 inches, costs \$12.00; 9 x 12 inches, \$15.00. This is a very useful article. A. B. Dick Company, 32 Liberty Street, New York City, and 152 Lake Street, Chicago, Ill.

Express Duplicator. 6 x 9 inches. C. Bessinger & Co., 5 and 7 Dey Street, New York City. \$3.75.

Write for catalogue to Hectograph Manufacturing Company, 82 Church Street, New York City.

STENCILS

These may be bought in nearly every large city. The Quaker City Stencil Works, 234 Arch Street, Philadelphia, Pa., furnish them as follows:

$\frac{3}{4}$ -inch stencils, ink, and brush, . . .	\$0.75
1- " " " " " . . .	0.90
1 $\frac{1}{4}$ - " " " " " . . .	1.25
1 $\frac{1}{2}$ - " " " " " . . .	1.50
2- " " " " " . . .	2.00

Rubber Type, consisting of one set of capitals and small letters and figures, with ink and pad:

$\frac{7}{8}$ inch in size	\$1.25
1 $\frac{1}{4}$ " " " " "	5.00

Furnished by the above firm.

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HELPFUL BOOKS ON CHILD STUDY

Professor George Stanley Hall says that "child study is the only thing that can give exact basis to educational methods."

Tracy's *Psychology of Childhood*. A good general outline of the whole subject. D. C. Heath & Co., Boston, Mass. 90 cents.

The Place of the Story in Education. By Wiltse. ("About the best book to interest beginners in child study.") Ginn & Co., Boston, Mass. 50 cents.

Studies in Childhood. By Sully. The author gives some of the most interesting aspects of children's minds. D. Appleton & Co., New York City. \$2.50.

Child Observations: Imitation and Allied Activities. By Russell. D. C. Heath & Co., Boston, Mass. \$1.50.

Lange's *Apperception*. ("What a delight awaits you in the reading of this book!") D. C. Heath & Co., Boston, Mass. \$1.00.

Compayre's *Psychology Applied to Education*. D. C. Heath & Co., Boston, Mass. 90 cents.

Compayre's *Intellectual and Moral Development of the Child*. D. Appleton & Co., New York City. \$1.50.

Studies in Education. By Dr. Earle Barnes. Contains in classified form the most valuable results obtained from the study of children. Published by the Leland Stanford University, California. \$1.00.

Child Study Monthly. Werner School-Book Company, Chicago.

Thoughts of the Great Educators. Edited by Nicholas Murray Butler. Charles Scribner's Sons, New York City.

Point of Contact in Teaching. By Patterson Du Bois. J. D. Wattles & Co., 1031 Walnut Street, Philadelphia, Pa. 60 cents.